University of North Alabama
College of Education
IL 691 Financial & Material Resources for School Improvement
AIL Standard 2G

Admission to the UNA Graduate School and the Instructional Leadership Program MUST precede enrollment in this course. To not do so will result in an automatic drop from class enrollment.

Course Description:

This course is designed to provide the candidate in a Master of Arts in Education program who seeks Class A certification in Instructional Leadership with knowledge and understanding of the economic factors relative to public schools and how these factors impact the educational environment. Standard 2G – Management of the Learning Organization addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Effective instructional leaders manage the organization, facilities, and financial resources; implement operational plans; and promote collaboration to create a safe and effective learning environment. The course involves a study of taxation, state school finance systems, the impact of school finance litigation, the budgeting process, and current/emerging issues in school finance policy that impact the educational environment.

Relationship to Conceptual Framework:

Components of the UNA Conceptual Framework emphasize data driven and reflective decision making, high expectations, and leading learning for students, teachers, and administrators! This course equips the prospective K-12 leader with knowledge of school finance systems, and an understanding of the decisions required for providing resources necessary for management of the learning organization.

Relationship to Critical Success Factors
Through literature reviews and research data from its own school reform initiatives, SREB has identified 13 Critical Success Factors associated with principals who have succeeded in raising student achievement. This course will address these Critical Success Factors focusing on the following:

6.	Keep everyone informed and focused on student achievement. (CF 1)

11.	Acquire and use resources wisely. (CF 2)

12.	Obtain support from colleagues, the central office and from community and parent leaders for their school improvement agenda. (CF 3)

Credit: Three semester hours

Textbooks/Printed Resources:

Thompson, David C., Wood, R. Craig, Honeyman, David S. Fiscal Leadership for Schools: Concepts and Practices, Longman, 2005 edition.
ALSDED - School Finance Training Program Act 2001-706, Section 16-1-38
College LiveText edu solutions membership (this is sold in the bookstore and online at www.LiveText.com.)

Course Objectives/Standard G: Management of the Learning Organization:

All Key Indicators designated for assessment in this course must be successfully completed before a passing grade will be assigned.

Upon completion of this course, the student will be able to:

1. (CF1) Develop and administer policies that provide a safe school environment. 290-3-3-.48(2)(g)1.(i)
2. (CF6) Identify and analyze the major sources of fiscal and non-fiscal resources for the school including business and community resources. 290-3-3-.48(2)(g)1.(ii)In order to:
    a. Demonstrate an understanding of the concept of education as an investment in human capital, and the impact of education on economic growth and development.
    b. Identify the major issues involved in conducting a cost/benefit analysis of educational programs.
    c. Identify the strengths and weaknesses of the Alabama tax system, and develop a theoretical base for tax reform.
    d. Demonstrate the ability to identify and secure non-tax sources of funding for public schools, including the establishment of local education foundations, and the development of grant proposals.
    e. Demonstrate an understanding of the basic issues relative to school finance litigation.
    f. Identify the major issues associated with achieving equity and adequacy in state school finance systems.
    g. Identify the strengths and weaknesses of a minimum program approach to state funding for education.
    h. Identify the strengths and weaknesses of a foundation program with weighted finance factors approach to state funding for education.
    i. Demonstrate an understanding of the basic issues inherent in the concept of full state funding versus state and local government partnerships.
    j. Describe the major issues in current policy debates over federal aid to education.
    k. Identify the major advantages and disadvantages of specific programmatic federal aid versus federal block grants to the states.
    l. Identify the major school finances issues impacting education in the next 5-10 year.
    m. Discuss the political process as it impacts state and national educational policy debate.
3. (CF3) Build an ability to support a culture of learning at the school. 290-3-3-.48(2)(g)1.(iii)
4. (CF1) Plan, schedule and manage financial and material assets, capital goods and services and educational activities in order to allocate and use resources according to school priorities and goals, while complying with regulations unique to the expenditure of funds available for career and technical education, special education, and numerous other sources of state and federal funds
     290-3-3-.48(2)(g)1.(iv); 290-3-3-.48(2)(g)1.(v)
5. (CF1) Use an efficient budget planning process that focuses on teaching and learning, involves staff and community, and includes: 290-3-3-.48(2)(g)1.(v)
    a. Developing a plan for dealing with advocacy groups that support or oppose government aid to education.
    b. Identify current trends in salary scheduling and explain the impact of the changing role of teachers and administrators on salary considerations and develop a proposed salary plan for a school system that will include recognition for exceptional performance.
    c. Identify the major advantages, disadvantages, and problems associated with site-based management practices and demonstrate the ability to use total quality

improvement processes in conducting strategic planning and policy analysis that are reflected in an educational budget.

    d. Demonstrate the ability to utilize strategic planning in the development of a school budget.

    e. Identify the major issues associated with compliance with the Alabama bid law.

6. (CF3) Create an ability to empower a school leadership team that shares responsibility for the management of the learning organization. 290-3-3-.48(2)(g)1.(vi)

7. (CF1) Apply operational plans and process to accomplish strategic goals. 290-3-3-.48(2)(g)2.(i)

8. (CF1) Attend to student learning goals and manage activities in the daily operation of the school. 290-3-3-.48(2)(g)2.(ii); 290-3-3-.48(2)(g)2.(vi)

9. (CF1) Identify and organize resources to achieve curricular and instructional goals. 290-3-3-.48(2)(g)2.(iii)

10. (CF1) Develop goals, techniques and organization skills necessary to lead/manage the activities of a complex and diverse organization. 290-3-3-.48(2)(g)2.(iv); 290-3-3-.48(2)(g)2.(v)

2G Management of the Learning Organization

Objectives	Activity/Products	Assessment Instrument
Knowledge of: 290-3-3-.48(2)(g)1.(i) 290-3-3-.48(2)(g)1.(ii) 290-3-3-.48(2)(g)1.(iii) 290-3-3-.48(2)(g)1.(iv) 290-3-3-.48(2)(g)1.(v) 290-3-3-.48(2)(g)1.(vi)	Site Based: Oral presentations Class discussion/written reflections Written assessment of personal involvement in Key Indicators for 2G Exams	IL Presentation Rubric #1 Rubric #2 Rubric #3 Rubric #6
Ability to: 290-3-3-.48(2)(g)2.(i) 290-3-3-.48(2)(g)2.(ii) 290-3-3-.48(2)(g)2.(iii) 290-3-3-.48(2)(g)2.(iv) 290-3-3-.48(2)(g)2.(v) 290-3-3-.48(2)(g)2.(vi)	Field-based learning projects for Critical Skill Factors: # 6 Communicating # 11 Maximizing Resources # 12 Building external Support For Standard 2 G2 School Budget Analysis for Identification of Key Indicators (i-vi)	Rubric #4 (must complete a comprehensive instructional portfolio assessment documentation rubric for each CSF.) Rubric #5 (must complete a comprehensive instructional portfolio assessment documentation rubric for each CSF.)

Learning Activities: Course objectives will be achieved through a variety of activities and instructional methods. Students will be exposed to lectures, small and large group discussions, case studies, assigned readings, individual written assignments and oral presentation. A major feature of the course involves problem-based learning. Problem-based learning is designed to provide students with opportunities to deal with the kinds of problems they are likely to face as school leaders. Most of the learning occurs within the context of small groups (teams), with the basic unit of instruction being a student developed portfolio based on SREB Critical Skill Factors # 6 Communicating; #11 Maximizing Resources; and #12 Building External Support. For Standard 2 G2 Ability to do a comparison and contrasting of a high school and an elementary school budget that reflects the candidate's ability to recognize and employ the key indicators of 2g2(i-vi) in observing, participating, and leading activities that effectively acquire and wisely use resources.

Course Content Outline:

I.   The Economics of Education
●   To build & provide a school culture/environment that is safe and maximizes student achievement (2)(g)1.(i) & (iii)
●   Economic benefits of education (2)(g)2.(vi)
●   Education as an economic activity
●   Education's contribution to economic growth
●   Education as human capital
●   Cost/benefit analysis (2)(g)2(iv)
●   Education: Expense or investment? (2)(g)1.(iv)/ (2)(g)2.(vi)

II.   The Theory of Taxation
●   Alabama's tax system (2)(g)1.(II)
●   The special education trust fund (2)(g)2.(iii)
●   The public school fund
●   Tax sources of education (2)(g)1.(ii)
●   Non-tax sources of education:
   •   Local foundations
   •   Grant writing

III.   The Courts and School Finance
●   Historical perspective
●   Overview of school finance litigation
●   Issues of adequacy
●   Issues of equity
●   Equity and adequacy in Alabama: Current issues

IV.   State School Finance Systems (2)(g)2.(i)
●   Minimum program concepts
●   Foundation program concepts
●   Full state funding
●   State/local government partnerships

V.   Federal Funding of Education
●   Historical perspective of federal aid to education
●   Impact of current federal funding
●   Block grant concepts - school resource officers to provide safe environment
●   Federal aid in lieu of taxes

VI.   Re-inventing Government
●   Catalytic government
●   Community-owned government
●   Competitive government
●   Mission-driven government
●   Results-oriented government
●   Customer-driven government
●   Enterprising government
●   Anticipatory government
●   Decentralized government
●   Market-oriented government

VII.   Personnel/Resources Administration and School Finance (2)(g)1.(iv)
●   Trends in salary scheduling & Resource Allotment
●   The changing roles of teachers and administrators: Salary and benefit considerations
●   Fringe benefits

- Resources needed for school priorities

VIII. Administering the School Budget (2)(g)2.(ii)
- Developing the budget (2)(g)1.(v)
- Budgetary controls:
  • Auditing/monitoring expenditures
  • Accounting procedures & technological programs/software to be utilized
- Site-based budgeting (2)(g)2.(v)
- Purchasing: State bid laws

IX. Current/Emerging Issues in School Finance
- Non-tax sources for public schools
- Parental choice
- School funding and student achievement (2)(g)2.(vi)
- Educational overburden
- Site-based management (2)(g)1.(vi)
- Financial incentives for outstanding school performance
- State controlled, full-funding systems
- Potential consequences

Course Requirements:
Each of the following requirements must be met:
1. Adherence to University attendance policies
2. Successful completion of all reading, oral and written assignments as judged by Assessment Rubric #1/#3
3. Participation in class activities/written reflection on Key Indicators/Critical Success Factors as judged by Rubric #2.
4. Document a comprehensive understanding of fiscal and budgetary issues that contribute to student achievement through planning, documenting, and executing a field-based learning project. (See attached description and SREB Intern Learning Planner, Critical Success Factors # 6, 11 and 12) as judged by Rubric #4
5. Field-based experience for Standard G 2.(i-vi) Ability to do
   After analysis of a high school and an elementary school budget the candidate will compare and contrast how each budget: (as judged by Rubric #5)
   a. identifies resources to be utilized to achieve curriculum and instructional goals G 2.(iii)
   b. organizes resources of the budget to achieve curriculum and instructional goals G 2.(iii)
   c. identifies how operational plans and processes will accomplish strategic goals G 2.(i)
   d. attends to student learning goals in the daily operation of the school G 2.(ii)
   e. identifies skills needed, to plan and schedule work, and lead and manage in appropriately meeting established goals, priorities and activities 2 G2.(iv-vi)
6. Mid-term examination (Rubric #6 attached for Assessment of Key Indicators (2)(g)1.(i) - (iii)
7. End of Term Exam (Rubric #6 attached for Assessment of Key Indicators (2)(g)1.(iv) - (vi)

Attendance Policy:
Attainment of the objectives of this course is directly related to the developmental sequence of experiences from class meeting to class meeting. Excessive absences from class make it unlikely to obtain a passing grade. The student is responsible for content and activities missed when absent from class. See Attendance Statement in UNA Graduate Bulletin.

Course Evaluation/Assessment Rubric Attached for Final Grade Determination

1	Individual and/or group oral presentation on assigned content topic (Rubric #1)	126 points
2	Participation in & a written reflection of class discussions on content Topics (Rubric #2)	60 points
3	A written reflection/response of personal involvement in knowledge of and ability to do of content topics 2 G 1 (i-vi) 2 (i-vi) (Rubric #3)	60 points
4	Problem-based learning projects CSF # 6, 11, 12 (Rubric #4)	36 points
5	Problem-based learning project G 2 key indicators (Rubric #5)	36 points
6	Exams on knowledge content (Rubric #6)	<u>60 points</u>
	TOTAL	378 points

All standards-based requirements must be satisfactorily completed.

Course Information:

As of October 2008:
R. E. Johnson
Stevens Hall 516
265-765-4573
rejohnson1@una.edu

Grading Scale:
A = 378 - 318
B = 317 - 258
C = 257 - 197
F = 196 and below

LiveText/Grade Equivalent
A = Target
B = Acceptable
C - F = Unacceptable

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

UNA Academic Honesty Policy:

All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty, and graduates.

It is in the best interest of the entire university community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation. Offenses are reported to the Vice President for Academic Affairs and Provost for referral to the University Judicial Board for disposition.

UNA Withdrawal Policy:

Withdrawal from the University. Students who wish to withdraw from the University up to and including the Friday that falls one week after the designated midterm date must first notify the Office of the Registrar and follow official procedures. The grade of W will be recorded for each registered course.

Withdrawal from the University after the Friday that falls one week after the designated midterm date requires consultation with the Office of the Dean of Enrollment Services. In cases where withdrawal from the University is unavoidable, such as a medical emergency, the grade of W will be uniformly recorded. In cases where withdrawal from the University is optional the student will receive grades of WP (withdraw passing) or WF (withdraw failing) assigned by the instructors.

Note: Failure to comply with these requirements seriously prejudices the student's academic standing as well as future readmission. Also, see notes and exceptions below.

Withdrawal from a Course. A student may withdraw from a course with a grade of W up to and including the Friday that falls one week after the designated midterm date by bringing a completed withdrawal slip (signed by the instructor) to the Registrar's office. After that deadline and up to the Wednesday that falls two weeks prior to the last day of class, a student may withdraw from a course with a grade of WP (withdraw passing) or WF (withdraw failing) assigned by the instructor. During the final two weeks of class, withdrawal is not permitted except in extraordinary circumstances. Permission of both the instructor and department head is required, and the grade of WP or WF will be assigned by the instructor. Also, see notes and exceptions below.

University of North Alabama
Assessment Rubric for Instructional Leadership Classes
Individual and/or group oral presentation on assigned content topic
All IL 690 through IL 696 Courses

Name of Candidate: _____   Date: _____

CATEGORY	Target (9 pts)	Acceptable (6 pts)	Unacceptable (3 pts)
Preparedness	Student has prepared materials and provides an outline of the topic	The student has prepared materials	Candidate has not prepared materials
Speaks Clearly	Speaks clearly and distinctly and mispronounces no words	Speaks clearly and distinctly most (94-85%) of the time - Mis-pronounces no more than one word	Often mumbles or cannot be understood OR mispronounces more than one word
Posture and Eye Contact	Stands straight, looks relaxed and confident - Establishes eye contact with everyone in the room during the presentation	Stands straight and establishes eye contact with some class members during the presentation	Slouches and/or does not look at people during the presentation
Vocabulary	Uses vocabulary appropriate for the audience - Extends audience vocabulary by defining words that might be new to most of the audience	Uses vocabulary appropriate for the audience and topic	Uses several (3 or more) words or phrases that are not understood by the audience or are inappropriate to the topic
Grammar	Speaks and writes professionally with proper syntax and semantics with no errors	Speaks concisely, but has 1-2 syntactical and/or grammatical errors	Makes three or more grammatical or syntactical errors
Attire	Professional attire: Men: coat & tie Ladies в jacket & dress, skirt, pants	Casual business attire No coat or jacket	General attire not appropriate for audience (jeans, t-shirt, shorts)
Research base	2 or more credible sources	Minimum of one credible source.	No credible sources
Comprehension	Candidate is able to accurately answer questions 100% of the time posed by classmates about the topic and provide examples	Candidate is able to accurately answer questions 90% of the time posed by classmates about the topic	Candidate is unable to accurately answer questions posed by classmates about the topic
Content	Content relates and contributes to topic with detailed examples	Content relates and contributes to topic	Content does not relate or contribute to topic
Collaboration with Peers	Presentation has order, continuity and interaction with peers	Presentation has order, continuity and interaction with group members	Presentation lacks order and continuity
Multimedia	Effectively incorporates technology and multimedia that improves effectiveness of instruction	Incorporates technology that improves effectiveness of instruction	Does not incorporate technology or multimedia
Varied Philosophies	Presents materials using more than two experts	Presents material using at least two experts	Presents material using only one expert
Equitable Learning Opportunities	Presents material using two or more methods of instruction that meets the needs of all learners	Presents material using two or more methods of instruction	Presents material using only one method of instruction
Self-Reflection and Peer Review	Provides opportunity for 3 peer reviews and reflects on comments	Provides opportunity for 2 peer reviews and reflects on comments	Provides opportunity for less than 2 peer reviews and reflects on comments
TOTAL POINTS			
= Sum of:			

Name of Candidate: _____   Date: _____

1. Demonstrates class participation that contributes to class attainment of objectives and a written reflection that reflects a detailed understanding of class objectives	2. Demonstrates understanding of class objectives by discussion or questions/answers and a written reflection that accurately reflects on class objectives	3. Demonstrates no class participation and a written reflection that identifies or addresses one class objectives (Key indicator/ Critical Success Factor)
41-60 points	21-40 points	0-20 Points
LiveText = Target	LiveText = Acceptable	LiveText = Unacceptable

University of North Alabama
M.A. Degree Program in Instructional Leadership
Assessment Rubric #3 for Instructional Leadership
A written assessment/response of personal involvement in knowledge of and ability to do of content topics
IL 691 Financial & Material Resources for School Improvement

Name of Candidate: _____   Date: _____

1. Demonstrates three (3) activities/experiences in the use of knowledge for involvement in observing, participating and leading Key Indicators/Critical Success Factors	2. Demonstrates two (2) activities/experiences of personal knowledge for involvement in observing, participating and leading Key Indicators/Critical Success Factors	3. Demonstrates one (1) activity/experience of personal knowledge for involvement in observing, participating and leading Key Indicators/Critical Success Factors
41-60 points	21-40 points	0-20 points
LiveText = Target	LiveText = Acceptable	LiveText = Unacceptable

University of North Alabama
College of Education
IL 691 Financial & Material Resources for School Improvement
AIL Standard 2G
Evaluation/Assessment Rubric #4
Required Field-Based Learning Projects/SREB - CSF # 6, 11 & 12

Example for Portfolio Development:

Objective: SREB Critical Success Factor # 11 - Maximizing Resources, acquiring and using resources wisely by developing, implementing, and documenting a field-based learning project that demonstrates understanding of and ability to deal effectively with fiscal and budgetary issues, resources and policies that contribute to student achievement

Identify Standards met by project completion (G1.i-vi & G2.1-vi):

1. Identify and analyze the major sources of fiscal and non-fiscal resources for the school including business and community resources. (G1.ii)
2. Manage financial and material assets and capital goods and services in order to allocate resources according to school priorities while complying with regulations unique to the expenditure of funds available for career and technical education, special education, and numerous other sources of state and federal funds. (G1.iv)
3. Use an efficient budget planning process that involves staff and community. (G1.v)

Observe and document activities that give an understanding of Standards ID as met such as:
● The principal's role in financial management
● The work of the school's budget committee
● The school's procedures for purchasing and accounting
● A school system's public hearing on the budget
● The school's process for securing, allocating, and distributing resources for teaching and learning
● Analysis of a school system budget

Participate in and document activities that develop the ability to do Standards ID such as:
● On faculty teams that make purchasing recommendations for materials/supplies for support of the instructional program
● On the school's budget committee
● On faculty/staff teams that develop specifications for soliciting bids for purchasing equipment, materials and supplies
● Team effort to secure additional funding

Lead and document activities that demonstrate ability to do Standards ID such as:
● A faculty/staff team that develops specifications for soliciting bids for purchasing equipment, materials, and supplies for the school's instructional program.
● A school budget committee assisting with preparing the school's budget in support of teaching and learning
● A faculty/staff team in conducting cost benefit analysis of competing vendor bids for supplying curriculum materials.
● Presentation on need for project funding

Comprehensive Instructional Portfolio Assessment Documentation Rubric

Instructional Leadership Embedded Class or Field Clinical Experience

Course No.: _____   (Key Indicator PAT#) _____

Activity (Brief Description)/Reflection					**Target** ☐ Field work complies with State Standard through use of multiple applications of State Standard and Key Indicator(s).	**Acceptable** ☐ Field work complies with applicable state standard and key indicator(s) through use of one application of State Standard and Key Indicator(s).	**Unacceptable** ☐ Field work does not comply with applicable State Standard and Key Indicator(s).
CF	**Standard(s)**	**Location for Experience**	**Grade Level(s) Involved**	**Instructor, Mentor or Coach Contact name and phone/email address**	**SREB Critical Skill Factors Indicators Cross Referenced**	**Diverse Population** **Yes No**	**Hours Spent**

Check one (1):

☐   Observe   Embedded Classroom Experience   (Yes/No)   Signatures: Mentor/Coach:_____

☐   Participate   Field Experience   (Yes/No)   Candidate: _____

☐   Lead   10-Day Residency   (Yes/No)   UNA Faculty: _____

                                                                                                              Completion Date: _____

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University of North Alabama
M.A. Degree Program in Instructional Leadership
IL 691 Financial and Material Resources For School Improvement
Evaluation/Assessment Rubric #4

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REQUIRED FIELD-BASED LEARNING PROJECT SREB-CSF

Name of Candidate: _____   Date: _____

SREB Critical Skills Factor Number Assessed _____

3 points	2 point	1 point	Score
Field work exceeds by giving three (3) or more experiences for compliance with applicable standard that reflects use of CSF.	Field work complies with applicable standard by giving two (2) experiences that reflect use of CSF.	Field work does not comply with applicable standard/experiences not given or lack clarity of task.	3
Demonstrates by three (3) examples understanding of the issues impacting Instructional Leadership	Demonstrates by two (2) examples understanding of the impacting Instructional Leadership	Does not demonstrate by one (1) example understanding of the activities impacting Instructional Leadership/unclear or inaccurate activities given.	3
Demonstrates exceptional evidence of involvement by three (3) examples of observing, participating, and leading experiences that deepen knowledge of Instructional Leadership issues	Demonstrates evidence of involvement by two (2) examples of observing, participating, and leading experiences that deepen knowledge of Instructional Leadership issues	Demonstrates evidence of involvement by one (1) example of observing, participating, and leading experiences that deepen knowledge of Instructional Leadership issues	3
Demonstrates exceptional oral and written skill in portfolio presentation/no mistakes in oral/written grammar usage	Demonstrates oral and written skill in portfolio presentation/ less than three (3) grammatical errors in oral/written usage	Does not demonstrate oral and written skill in portfolio presentation/ uses incorrect grammar more than three (3) times in oral/written usage	3
			Possible 12 points
		TOTAL POINTS =	

Must complete one or more Comprehensive Instructional Portfolio Assessment Documentation Rubric form(s) as needed

University of North Alabama
M.A. Degree Program in Instructional Leadership
Assessment Rubric for Instructional Leadership
Assessment/Evaluation Rubric #5
IL 691 Financial and Material Resources for School Improvement
Required Field Experience for Standard 2 G2 (i-vi) Key Indicators

Ability to do Key Indicators	Target 36 – 28 points	Acceptable 24 – 16 points	Unacceptable 12 – 0 points
G 2 (i) ID plans/processes	3. Key indicator is defined and explained in detail as to how a leader utilizes the skill in daily program operation.	2. Key indicator is not fully defined and/or explained in detail how a leader utilizes the skill in daily program operation.	1. Key indicator is not defined and/or not detailed as to how utilized in daily program operation
G 2 (ii) Attends learning goals	3. Key indicator is defined and explained in detail as to how a leader utilizes the skill in daily program operation.	2. Key indicator is not fully defined and/or explained in detail how a leader utilizes the skill in daily program operation.	1. Key indicator is not defined and/or not detailed as to how utilized in daily program operation
G 2 (iii) ID resources/organizes resources	3. Key indicator is defined and explained in detail as to how a leader utilizes the skill in daily program operation.	2. Key indicator is not fully defined and/or explained in detail how a leader utilizes the skill in daily program operation.	1. Key indicator is not defined and/or not detailed as to how utilized in daily program operation
G 2 (iv-vi) ID skills to plan, schedule, lead, manage	3. Key indicator is defined and explained in detail as to how a leader utilizes the skill in daily program operation.	2. Key indicator is not fully defined and/or explained in detail how a leader utilizes the skill in daily program operation.	1. Key indicator is not defined and/or not detailed as to how utilized in daily program operation
Total points per column			
Total points awarded out of 36 possible			

*Graded by Stanine sort

Must complete one or more Comprehensive Instructional Portfolio Assessment Documentation Rubric form(s) as needed

University of North Alabama
M.A. Degree Program in Instructional Leadership
Assessment Rubric for Instructional Leadership
Evaluation/Assessment #6
IL 691 Financial & Material Resources for School Improvement
Midterm Exam on (2)(g)1.(i) - (iii) — End of Term Exam on (2)(g)1.(iv) - (vi)

Name of Candidate: _____   Date: _____

3. Key indicator is defined and explained in detail as to how a leader utilizes the skill in daily program operation.	2. Key indicator is not fully defined and/or explained in detail how a leader utilizes the skill in daily program operation.	1. Key indicator is not defined and/or not detailed as to how utilized in daily program operation	Score
(2)(g)1.(i) 7-10 pts.	(2)(g)1.(i) 4-6 pts.	(2)(g)1.(i) 0-3 pts.	
(2)(g)1.(ii)	(2)(g)1.(ii)	(2)(g)1.(ii)	
(2)(g)1.(iii)	(2)(g)1.(iii)	(2)(g)1.(iii)	
(2)(g)1.(iv)	(2)(g)1.(iv)	(2)(g)1.(iv)	
(2)(g)1.(v)	(2)(g)1.(v)	(2)(g)1.(v)	
(2)(g)1.(vi)	(2)(g)1.(vi)	(2)(g)1.(vi)	

| 3. Key indicator is defined and explained in detail as to how a leader utilizes the skill in daily program operation.	2. Key indicator is not fully defined and/or explained in detail how a leader utilizes the skill in daily program operation.	1. Key indicator is not defined and/or not detailed as to how utilized in daily program operation	Score
		TOTAL POSSIBLE POINTS 60	

*Graded by Stanine sort

Stanine sort for essay grading involves that a reader, after reading through all submissions, sort submissions for evaluation into three stacks based on best compliance, medium compliance, least compliance to standard of judgment for content (Key Indicators). The reader in a third reading sorts all submissions of the three stacks into three stacks of best, medium and least compliant to give nine stacks for Stanine levels. Point value can then be assigned to each Stanine level.

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

"Engaging Learners,
Inspiring Leaders,
Transforming Lives"
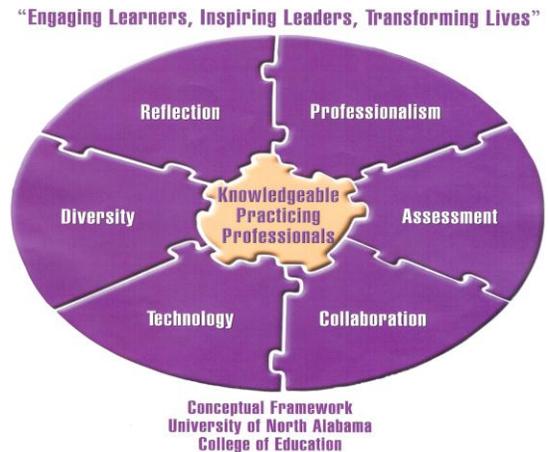
The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission –

"Changing lives. Creating futures."

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

"**Knowledgeable Practicing Professionals**"

who:
1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.