

MASBO/WSU Leadership Preparation Program
Program of Study
Spring, 2018

The MASBO/WSU Educator Preparation Program consists of five (5) courses representing a total of 180 hours of instruction. Four of the five courses are held at Millbury Junior/Senior High School over a sixteen-month period, with the Leadership, Ethics, and Communication Course held primarily at MASBO's one-day professional development events, with the final (presentation) class held in Millbury. Courses are worth three (3) advanced degree credits each for a total of fifteen (15) credits that are eligible for application to the Masters in Education degree offered by Worcester State University. Course titles and descriptions are as follows:

Human Resources Management (September – December)

The Human Resources Management course addresses fundamental personnel/human resource functions such as the law, recruitment, selection, teacher induction and retention, supervision, and employee performance evaluation and dismissal, among others. There will be a specific focus on strategic human resource management processes that support teaching and learning, improved student achievement and related professional development. This is a practical, hands-on course and the intent is to make it relevant to your work and future work. The initial classes will focus on human resource law, which will allow you to build a foundation to help interpret future learning.

Course Objectives

The objectives for this course focus on the following Core Competencies, as outlined in DESE's Professional Standards and Indicators for Administrative Leadership, including:

- Evaluation. Provides effective supervision and evaluation in alignment and accordance with state Regulations and contract provisions (1e)
- Professional Development. Understands the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job-embedded, and aligned with school and district goals (1k)
- Human Resources Management and Development. Implements a cohesive approach to human resource management that promotes high quality and effective staff and professional growth, consistent with state licensure, effective employment practices, and collective bargaining agreements. (2c)
- Management Information Systems. Expects, models, and supports use of technology for management and communication purposes; develops a technology plan yearly that appropriately reflects new technological developments and needs and provides updates as needed. (2e)
- School Committee Relations. Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making. (2i)
- Contract Negotiations. Advises the School Committee on union contracts that reflect best practices and support the district's vision, mission, and goals. (2j)

- Mission and Core Values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. (4a)
- Transformational and Collaborative Leadership. Cultivates and promotes reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new challenges. (4d)
- Cultural Proficiency. Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' background, identities, strengths and challenges are respected. (4e)
- Ethical Behavior. Consistently maintains and promotes ethical and professional conduct and appropriately addresses any unethical and/or unprofessional behavior. (4f)
- Communications. Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies. (4h)
- Managing Conflict. Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community. (4i)

Course Outcomes

It is expected that at the end of this course, students will:

- Understand the essential elements of an effective recruitment plan;
- Be knowledgeable about effective teacher recruitment strategies
- Be knowledgeable about diversity recruitment and retention strategies;
- Know the critical elements of an effective selection process;
- Understand the critical role of the hiring process in promoting student achievement;
- Understand the critical elements of effective induction and mentoring programs;
- Understand the full implications of effective retention strategies;
- Understand the importance of effective observation and supervision techniques that can improve and enhance teacher pedagogy;
- Understand the critical elements of the supervision cycle, including the observation and analysis of employee performance, the preparation for and conduct of a employee conference, and the preparation of written statements about employee performance;
- Understand the critical elements of an effective teacher/employee performance evaluation process;
- Know the Massachusetts Department of Education requirements which apply to supervision, in particular the new educator evaluation regulations, teacher induction, individual professional development plans, and licensure and recertification requirements;
- Know the procedures for dismissal of a staff member under the requirements of the Massachusetts Education Reform Act of 1993;
- Have a clear understanding of the human resource management skills that all school leaders must exhibit if they are to effectively impact school climate, school culture, and student achievement.
- Understand the relevant state and federal employment laws and know where to find resources to understand the laws.

Leadership, Ethics, and Communication (September – June)

School Business Administrators (SBAs) face significant challenges every day. In addition to carrying primary responsibility for the development, management, and oversight of all financial operations within their school district, they are responsible for many other critical elements of the school world that form the framework of where and under what conditions instructional services are delivered and students learn. Beyond financial management, SBAs generally carry all or some responsibility for the business operations of accounting and payroll, human resources management, school facilities (construction, maintenance and upkeep), food service, transportation, risk management (safety and insurance), information technology, and much more. All of this is done in the public eye and in communication and collaboration with community, administrative, faculty, staff and public stakeholders.

The SBA Leadership & Communications course is designed to link and complement the other four courses in the Worcester State/MASBO Licensure Program by focusing on three principles:

- Student achievement and well-being
- Ethical Leadership
- Effective Communications

S-E-E principles are adapted from the DESE School Business Administrators Evaluation Rubric upon which SBA job performance is based. This framework is the basis on which Massachusetts educators are evaluated and its elements will be referenced throughout the course.

Course Outcomes

Students will develop:

- Knowledge of concepts and vocabulary used currently in public education and school business;
- Ability to direct the financial and business operations of a school district;
- Effectiveness as a member of the district administration and central office teams;
- Communicate skills for all stakeholders in local public education;
- Ethical leadership capabilities in an arena where student success is THE objective.

Financial Accounting (December – February)

This course is based on the premise that school business officials are educators who have assumed the role of chief financial officer (CFO). This role includes a responsibility for: 1) understanding the overall purpose of financial reporting; 2) recommending of forms of funding and accounting thereof within the school district; 3) effectively communicating financial information to elected officials and the public for developing and maintaining effective internal controls and accounting systems; and 4) ensuring internal reviews and independent audits will be completed with proper reporting, disclosure, and financial analysis. This leadership role requires business officials to manage the financial impact and obligations necessary to meet their school district's educational goals and instructional strategies.

Learning Outcomes

This course includes learning outcomes consistent with graduate work in the field of school

business administration and Massachusetts Department of Elementary and Secondary Education rubrics for school business administrators.

Outcomes

- An understanding of school finance, laws and regulations, and federal, state, local revenue systems;
- Basic knowledge of public finance concepts in the area of financial reporting, Management's Discussion and Analysis, Internal (accounting/financial) Controls and school auditor reports;
- An understanding of the procurement process under Chapter 30B;
- An ability to understand the End-of-Year Financial Report and DESE Chart of Accounts;
- An understanding of the Foundation Budget / Chapter 70 basics; and
- An understanding of Financial Components of a Regional School District.

Managing Financial Resources (March – May)

The premise of the course assumes participants seek to become a licensed district school business administrator within a school district and the position functions as part of the district's instructional leadership team. This role includes the responsibility for: 1) assisting the superintendent in implementing strategic goals of the school district consistent with school committee, state, and federal policies; 2) recommending the allocation of resources to those activities that will most effectively assure the achievement of the strategic goals; 3) effectively communicating financial information to elected officials and the public for developing and maintaining effective internal controls and accounting systems; and 4) directing the operations of all financial management activities. This leadership role requires business officials to fully understand their school district's educational goals and instructional strategies in order to effectively develop budgets that are aligned with goals and objectives.

This course will explore public school finance, management and administration with emphasis on topics in the Commonwealth of Massachusetts. School finance will be examined within the context of the law, public policy, and as an integral part of the School Business Administrator function. This discipline will be analyzed within the framework of instructional leadership, management and operations, family and community engagement, and professional culture. Emphasis will be on studying effective management strategies dealing with local finance systems and its impact upon educational goals and objectives. Such a basic understanding will allow students to more aptly connect the underlying relationships between financial management systems and instructional programs.

Learning Outcomes

This course includes learning outcomes consistent with graduate work in the field of school business administration and Massachusetts Department of Elementary and Secondary Education administrative rubric for school business administrators. In addition, class participants will gain:

- An understanding of school finance, laws and regulations, and federal, state, local revenue systems;
- Basic knowledge of public finance concepts in the areas of funding and school finance systems;
- The ability to develop financial projections and annual budget of a school district;
- An understanding of the advantages and disadvantages of innovative budgetary decision

making systems, including program, responsibility (school-based), performance, and zero base budgeting;

- An understanding of the role of financial management in achieving district educational and student outcome goals.

Specific Learning Activities

- Develop a foundation budget gap analysis of actual spending for a selected school district.

This activity demonstrates ability to understand how to calculate and interpret the elements of the state's education funding formula using multiple data sources.

- Develop and present financial projections of a school district based on actual or simulated information.

- Develop and present a FY19 annual budget presentation, supplemented with supporting information, as part of a simulated presentation to a School Committee.

- Understand municipal procurement laws and methods of managing supplies in a cost-effective manner, as well as understanding state guidelines of student activity accounts.

Information Based Management (September – December of following year)

Students will explore how the collection and use of information and data-driven analysis and the use of social science research techniques can make public programs and policies more responsive, efficient, and effective. This course is designed to help you develop the skills required to define and critically analyze policy problems, articulate relevant decision making criteria for policy analysis, and evaluate alternative policy options.

Students are expected to learn:

1. What frameworks are available for policy analysis;
2. How a particular framework is relevant in a given context; and
3. The strengths and weaknesses of each framework. These frameworks, skills, and techniques will be applied to a wide range of substantive public policy issues.

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