



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDAD 5313 SYLLABUS

<u>Instructor:</u>	Richard Alvarado, Ph.D. Texas A&M San Antonio College of Education Department of Educator and Leadership Preparation One University Way San Antonio, TX 78224
<u>Virtual Office hours:</u>	Tuesdays 4:30 P.M.-5:00 P.M. via phone call or Zoom
<u>In person Office hours:</u>	To be scheduled as needed
<u>Telephone Number:</u>	(210) 313-3652 (Cell)
<u>E-mail:</u>	richard.alvarado@tamusa.edu or ralvarado82@hotmail.com
<u>Course Title:</u>	EDAD 5313: Public School Finance
<u>Credits:</u>	3
<u>Meeting Day/Time/Room</u>	Tuesdays 5:00-8:30 - professor will host meetings online via Webex– all assignments will be completed online asynchronously

Richard Alvarado is inviting you to a scheduled Zoom meeting. **Please note that the start time indicates 4:45 P.M but the class meeting start time is 5:00 P.M.**

Topic: EDAD 5313 School Finance
Time: January 21, 2025 05:00 PM Central Time (US and Canada)
Every week on Tuesday until March 4, 2025 8 occurrence(s)
January 21, 2025 05:00 PM
January 28, 2025 05:00 PM
February 4, 2025 05:00 PM
February 11, 2025 05:00 PM
February 18, 2025 05:00 PM
February 25, 2025 05:00 PM
March 4, 2025 05:00 PM
March 11, 2025 05:00 PM

EDAD 5313 School Finance

Hosted by Richard Alvarado

<https://tamusa.webex.com/tamusa/j.php?MTID=m4240b0e4d9b8237dffe4caa2d418808f>

Tuesday, January 21, 2025 5:00 PM | 3 hours 30 minutes | (UTC-06:00) Central Time (US & Canada)

Occurs every Tuesday effective 1/21/2025 until 3/11/2025 from 5:00 PM to 8:30 PM, (UTC-06:00) Central Time (US & Canada)

Meeting number: 2533 446 2720

Password: gNEJA2ME4d4

Agenda: Refer to weekly module schedule in the syllabus.

Join by video system

Dial 25334462720@tamusa.webex.com

You can also dial 173.243.2.68 and enter your meeting number.

Join by phone

+1-415-655-0002 US Toll

Access code: 253 344 62720

Course Description: This course has been developed to assist current educators and future school administrators to understand the link between legal and policy requirements to assess continuous student learning needs based on a variety of data streams and the actual planning, allocation, encumbrance, and expenditure of resources from a variety of revenue streams.

Course Objectives:

As a result of activities, course readings, and experiences in this class, students will:

- Relate finance concepts/topics to TExES competencies for the Principal Standards and Expectations
- Understand the ethical imperative to use public funds judiciously
- Make informed decisions regarding school finance, budget control, and supervision of staff
- Make informed decisions regarding the CIP and annual budget
- Lead collaborative groups toward shared decision making, community and parent involvement, and goal setting
- Understand the political and philosophical environment in which educational administration practices are carried out.

- Demonstrate mastery in graduate level written and oral communication, using APA style standards. American Psychological Association manual style will be emphasized in the completion of assignments.

SLO 1: Explore the application of action research in schools

SLO 2: Develop skills needed for the creation of an action research project

SLO 3: Critically analyze and evaluate ideas, arguments and points of view related to the discipline of educational administration using research and reflection

SLO 4: Discuss with others the critical issues in education through research teams and group activities

SLO 5: Develop skills to express ideas

orally and in writing

ELCC Standards Covered within this course:

Standard 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

Standard 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

Standards for Principal Certification (TAC RULE §241.15)

Principal standards required by educator preparation programs are adopted for this course (TEA §241.15). It is an expectation that students in this course develop the foundation for the professional preparation as a school principal through the following selected standards:

Domain IV: Executive Leadership

Competency 007: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Competency 008: The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

(c) Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high quality decisions.

Domain V: Strategic Operations

Competency 009: The entry-level principal knows how to collaboratively determine goals and implement

strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. (A) Assess the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans.

Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination

of school operations and programs to ensure a safe learning environment. (D)
Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants.

Course Assignments:

1. **Discussion Board Participation:** Each week, a discussion question will be posted. All students are expected to participate in every online discussion. After each class (and before the class next meets), students are expected to answer the initial open-ended discussion and respond separately to at least one of the comments/observation made by another student in the course. (10% of total grade)
2. **268 Test Prep Quizzes:** This course includes preparation for the 268 TExES exam. Students will complete 6 quizzes which have been formatted to match the state exam. Students can retake the quizzes as many times as they wish (10% of total grade).
3. **Mid-Term Exam:** Students will complete a mid-term exam which summarizes the learning for the first half of the course (15% of total grade). **The exam has a 3 hour window and can only be taken once.**
4. **School Finance Research Paper:** Students will complete a 5-7 page research paper (not counting title page or reference section) with a minimum of 3 citations. The purpose of this assignment is to increase your knowledge and understanding of a funding plan relevant to school finance. This assignment is explained in more detail later in the syllabus including pre-approved research topics and a scoring rubric. (30% of total grade).
5. **School Finance Research Presentation:** Students will lead a 10 minute presentation with a minimum of 5 slides presenting the results of their research findings. There is a scoring rubric provided later in the syllabus (15% of total grade)
6. **Final Exam:** Students will complete a final exam which summarizes the learning for the semester (20% of total grade). **The exam has a 3 hour window and can only be taken once.**

Grades will be based on a straight percentage scale:

A 90% and up B 80% - 89% C 75% - 79% D 70% - 74% F 69% or below I Incomplete*

* The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are

experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

Make-up Work: Assignments turned in late will result in a 20% reduction.

Attendance: Regular attendance is critical to enhance the probability for successful completion of this course and, therefore, important.

Class Participation: Class sessions are designed to be interactive. You are expected to come to class prepared to discuss and/or raise questions from the reading material. Your perspectives are important and should be shared. It is important for your fellow classmates to receive as much feedback as possible. There are no bad questions and someone else probably has the same question - so don't be afraid to ask - take chances! **All camera's must be turned on and you must appear on the screen during each class meeting.**

Dropping this Course: Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

Academic Dishonesty/Plagiarism: You are expected to practice academic honesty in every aspect of this course and all courses. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as “to steal and use (the writings of another) as one's own.” In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (7th ed.).

Non-Academic Misconduct

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:

1. the instructor's ability to conduct the class
2. the ability of other students to profit from the instructional program, or
3. campus behavior that interferes with the rights of others will not be tolerated.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

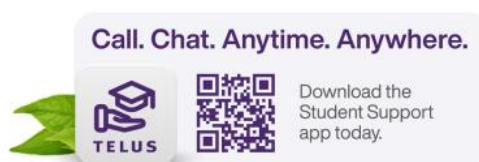
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and

staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or

pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Option 1 - No Use of Generative AI Permitted

EDAD 5313 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity

Required Resources:

Both required texts for this course are online open-resource (free):

Texas Education Agency: Office of Finance and Grants (2020). Texas Public School Finance Overview. <https://tea.texas.gov/sites/default/files/texas-public-school-finance-overview.pdf>
<https://tea.texas.gov/finance-and-grants/state-funding/foundation-school-program/fsp-manuals/texas-public-school-finance-overview-presentation-2022-23.pdf>

Texas Taxpayers and Research Association (TTARA) (2022). An Introduction to School Finance in Texas, 5th edition.
https://www.ttara.org/wpcontent/uploads/2022/04/IntroToSchoolFinance_Fifth_Edition_2022.pdf

Research Topics and Optional Resource:

USEFUL WEBSITE LOCATIONS FOR STUDY AND/OR RESEARCH MATERIALS;

School Finance Topics – One Page Descriptions

<https://tea.texas.gov/finance-and-grants/state-funding/state-funding-manuals/school-finance-topics-one-page-descriptions>

Data Elements, Sources, and Timelines Foundation School Program (FSP) Summary of Finances (SOF) Reports

<https://tea.texas.gov/finance-and-grants/state-funding/foundation-school-program/fsp-hot-topics/state-funding-data-elements-sources-and-timelines-sept2024.pdf>

School District State Aid Reports

<https://tealprod.tea.state.tx.us/fsp/Reports/ReportSelection.aspx>

PEIMS Financial Standard Reports

<https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-standard-reports>

Financial Information Tool (FIT)

<https://tea.texas.gov/finance-and-grants/state-funding/additional-finance-resources/fit-information-tool-for-website08.14.2019.pdf>

State Funding Reports

<https://tea.texas.gov/finance-and-grants/state-funding>

Summary of Finance Worksheet – ESC 13

<https://esc13.net/resources/state-aid-budget-template>

Superintendent and CFO Information

<https://tea.texas.gov/finance-and-grants/state-funding/superintendents-and-cfos>

Financial Integrity Rating System of Texas (FIRST)

<https://tea.texas.gov/finance-and-grants/financial-compliance/financial-integrity-rating-system-of-texas-first>

Student Attendance Accounting Handbook

<https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook>

Annual Financial and Compliance Report

<https://tea.texas.gov/finance-and-grants/financial-compliance/annual-financial-and-compliance-report>

Financial Accountability System Resource Guide

<https://tea.texas.gov/finance-and-grants/financial-compliance/financial-accountability-system-resource-guide>

Superintendent Support: Finance & Grants

<https://tea.texas.gov/texas-educators/superintendents/superintendent-support-finance-and-grants#other-resources>

National Defense Education Act (1958)

The Economic Opportunity Act (1964)

Elementary and Secondary Education Act (1965)

The Civil Rights Act (1964)

Emergency School Aid Act (1968)

Section 504 of the Act of 1973

Education for All Handicapped Children Act (1975)

Americans with Disabilities Act (1960)

Individuals with Disabilities Education Act (1975)

No Child Left Behind (2002)

every Child Achieves Act (2025)

Texas Public School Finance: Glossary of Terms

<https://tea.texas.gov/sites/default/files/Texas%20Public%20School%20Finance%20Glossary%20Dec%202017.pdf>

ADDITIONAL RESOURCES

Vornberg, Hickey, & Borgemenke (2012). *Texas public school organization and administration*.

Walsh, Maniotis, & Kemerer (2018). *The educator's guide to Texas school law (9th ed.)*. Austin: University of Texas Press.

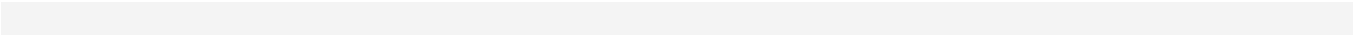

www.findlaw.com (comprehensive legal site)

<http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm> (Texas Education Code)

www.tea.state.tx.us/rules/home (SBOE Rules, Texas Administrative Code)

www.capitol.state.tx.us (state legislative news)

www.tea.state.tx.us/commissioner (TEA Commissioner's decisions)



Rubric for School Finance Paper

The purpose of this assignment is to increase your knowledge and understanding of a particular case or funding plan relevant to school finance. Your paper will be evaluated by the following criteria:

Questions	Score	Score	Score	Score
<p>The content summary is incomplete. The content summary lacks detail issues, and description of a minimum of 10</p>	<p>The response is a marginal answer to the question. The content summary offers understanding a of strong the</p> <p>0-1 points</p>	<p>The response is a marginal answer to the question. The content is and clarity.</p> <p>2-3 points</p>	<p>The response is a proficient excellent answer to the sufficient detail and demonstrates of the topic. an understanding</p> <p>4-5 points</p>	<p>The response is an 1. Is the content complete with facts, very clear and</p>
<p>research to settings?</p>	<p>The response does not The answer to the question. The excellent connection is incomplete. setting.</p> <p>0-1 points</p>	<p>The response is a marginal The excellent answer to the 2. Did the author of setting. case to the school settings. and current</p> <p>2-3 points</p>	<p>The response is a proficient The response is an attempt to apply the answer to the school author attempts to apply the author provides connection between the this current school</p> <p>4-5 points</p>	<p>6 points</p>
<p>on the outcome of this</p>	<p>The response does not The answer to the question. recommendations for leaders. are research. provided</p> <p>0-1 points</p>	<p>The response is a marginal The excellent answer to the 3. Does the author provide recommendations, but they are recommendations for school specific recommendations based on the</p> <p>2-3 points</p>	<p>The response is a proficient The response is an author attempts to provide author provides school specific recommendations</p> <p>4-5 points</p>	<p>6 points</p>
<p>4. Does the author demonstrate an understanding of the impact on finance?</p>	<p>The response does not provide any reflection or question. their thoughts about</p>	<p>The response is a marginal answer to the question. answer to the</p> <p>2-3 points</p>	<p>The response is a proficient excellent answer to the</p> <p>4-5 points</p>	<p>The response is an reflect and evaluate</p> <p>6 points</p>
<p>5. Is the paper wellwritten according to APA style?</p>		<p>The paper does not flow well and/or does not follow APA style.</p> <p>0-1 points</p> <p>While the writing may contain some elements of a proficient paper, there are grammatical mistakes, and/or APA style is often inaccurate.</p>	<p>The majority of the writing is accurate, there are few grammar mistakes, and APA style is followed the majority of the time. 4-5 points</p> <p>The writing flows well. There are few (if any) mistakes in grammar or APA style.</p> <p>6 points</p>	

2-3 points

Rubric for School Finance Presentation 15 minutes and 5 slides

The purpose of this assignment is to increase your knowledge and understanding of a particular case or funding plan relevant to school finance and practice your presentation skills. Your presentation will be evaluated by the following criteria:

Questions	Score	Score	Score	Score
<p>The content summary is incomplete. The content summary lacks detail issues, and description of 0 points</p> <p>topic. to school finance? 2 points 3 points</p>	<p>The response is a marginal answer to the question. The content summary offers demonstrates of the topic.</p> <p>The response does not answer to the question. The author attempts to apply the connection between the</p>	<p>The response is a marginal answer to the question. The content is and clarity. an understanding demonstrates understanding a of strong the</p> <p>The response is a marginal answer to the question. There is a clear case study and current</p> <p>1 point</p>	<p>The response is a proficient excellent answer to the complete with facts, relevancy of this topic 1 point</p> <p>The response is a proficient excellent answer to the 2. Did the author include application of</p> <p>The response is a proficient excellent answer to the school settings. current school 0 points 2 points</p>	<p>The response is an attempt to 1. Is the content very clear and</p> <p>The response is an attempt to 2. Did the author to the school case to the school setting, but</p> <p>The response is an attempt to 3. Does not well-</p> <p>The response is an 3 points</p>
<p>apply the case setting. application to the school this research to settings? 3 points</p> <p>the author recommendations, but they are developed. on the outcome of this</p>	<p>The response does not provide any answer to the question. The author attempts to provide recommendations for leaders.</p> <p>0 points 1 point</p>	<p>The response is a marginal answer to the question. The author provides some school specific recommendations provided based on the</p> <p>2 points research?</p>	<p>The response is a proficient excellent answer to the recommendations for school leaders based</p>	<p>The response is an attempt to 3. Does not well-</p> <p>The response is an 3 points</p>
<p>4. Does the author provide of the topic. their thoughts about demonstrate an understanding of the impact on finance?</p>	<p>The response does not provide any reflection or answer to the question.</p> <p>1 point</p>	<p>The response is a marginal answer to the question.</p> <p>2 points 3 points this topic and</p>	<p>The response is a proficient excellent answer to the reflect and evaluate 0 points</p>	<p>The response is an 3 points</p>
<p>slides clear presented?</p>	<p>The slides do not flow well and/or do not present the topic</p> <p>0 points</p>	<p>While the slides may contain some of the information, they are not informative. but the</p> <p>1 point</p>	<p>The slides contain much of the information from the paper, there are still of some the</p> <p>2 points</p>	<p>The slides are very clear and well-presented. 5. Are the and well- 3 points</p>

Weekly Course Modules

Session/Date	Topics/Presentations	Assignment Due
1-21-25	<ul style="list-style-type: none"> • Course Introduction/ Review syllabus • Discussion of Research Topics • General Finance Overview PPT 	<ul style="list-style-type: none"> • Log in to Blackboard • Download/access online resources
1-28-25	<ul style="list-style-type: none"> • 9 Myths of public school finance in Texas • Financing Texas Public Schools PPT • Guest speaker-Ms. Stacia Robertson, Assistant Superintendent- Stamford ISD 	<ul style="list-style-type: none"> • Discussion #1 (select research topic and begin your research) • Read Texas Public School Finance Overview (pp. 1-30) • Quiz#1
2-4-25	<ul style="list-style-type: none"> • Principal’s Role in Budgeting PPT • EDGAR handout • PEIMS PPT • Texas Public School Finance Overview PPT • Finance Acronyms handout • Frequently Used Terms in Finance handout • Guest Speaker-Vanikin “Van” Leggett, Elementary Principal-Navasoto ISD 	<ul style="list-style-type: none"> • Discussion #2 • Read An Introduction to School Finance in Texas (pp. 1-82) □ Quiz #2
2-11-25	<ul style="list-style-type: none"> • Data Elements, Sources, and Timelines • Decision Making and Leadership PPT • TED Talk—Michael Schur—How ethics can help you make better decisions • Principal’s Role in Budgeting PPT 	<ul style="list-style-type: none"> • Discussion #3 • Read Disentangling school leadership and its ties to instructional practices - an empirical comparison of various leadership styles • Quiz #3 • Midterm Exam
2-18-25	<ul style="list-style-type: none"> • TASBO School Finance Basics handout • School District Business and Financial Operations PPT • Guest speaker- Jillian Wilke, Middle School Principal-Brenham ISD 	<ul style="list-style-type: none"> • Discussion #4 • Review HB 3 PPT • Quiz #4 • Research Paper Due
2-25-25	<ul style="list-style-type: none"> • Texas District Reporting and Data Submissions 2024-25 handout • TAPR Reports, the Campus Improvement Plans PPT • CIP and Budgeting • Small group activity – analyze CIP/TAPR/Budget for sample schools – make recommendations 	<ul style="list-style-type: none"> • Discussion #5 • Quiz #5 • Research Presentations Due

3-4-25	<input type="checkbox"/> Student presentations (10 minutes each)	<ul style="list-style-type: none"> • Discussion #6 • Quiz #6 <input type="checkbox"/>
3-11-25	<input type="checkbox"/> Final Exam Due <ul style="list-style-type: none"> • Texas Public School Finance Overview PPT • Continue student presentations 	<input type="checkbox"/> Final Exam Due