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EDLD 567.01: K-12 Leadership

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University of Montana
Department of Educational Leadership
EDLD 567: K-12 Leadership
Autumn 2013
Revised 9/9/13

CLASS:
August 26 – December 9, 2013
5:00 – 7:25 pm
Phyllis J. Washington Education Center Room 322

INSTRUCTOR
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REQUIRED READINGS
Matthews, L. J. & Crow, G. M. (2010). *The principalship: New roles in a professional learning community.* Boston, MA: Allyn & Bacon.

Covey, S. R. (1990). *Principle-centered leadership.* NY: Summit.

Leadership book of the student's choosing

There will be additional readings throughout the course.

COURSE DESCRIPTION
Utilizing course content, small group discussions, individual written assignments, and case studies, students in this course will be exposed to leadership considerations, management skills, and components of instructional leadership as they examine the roles, responsibilities, and relationships of K-12 educational leaders.

MISSION ALIGNMENT
The Department of Educational Leadership has aligned itself with the mission of the University of Montana-Missoula and the Phyllis J. Washington College of Education and Human Sciences. The following mission statements demonstrate this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

University of Montana-Missoula Mission
The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

Phyllis J. Washington College of Education and Human Sciences Mission
The Phyllis J. Washington College of Education and Human Sciences shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Vision
The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

Educational Leadership Mission
We empower individuals to challenge the future.

By:
- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

CONCEPTUAL FRAMEWORK
The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at the University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

- *Integration of Ideas*

Members of a learning community look beyond the traditionally subject-oriented curriculum and think about the interrelationships among and between subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and bringing differing kinds of knowledge to bear on dealing with actual problems.

- *Cooperative Endeavors*

In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively and emotionally in acquiring knowledge that is globally relevant and personally meaningful. In the process, members create a cohesiveness that encourages personal responsibility and commitment to the group and its goals.

- *Respect for Diversity and Individual Worth*

A learning community embraces diversity with respect to ideas, abilities, viewpoints, experiences, learning styles, and cultural backgrounds. Diversity is valued because of the inherent worth of each individual who brings his or her strengths to the community. The ethics of caring and mutual respect are viewed as essential for supportive learning environments that enhance each member's self- concept and foster risk-taking, creative collaboration, and excellence.

COURSE OUTCOMES AND STANDARDS FOR SCHOOL LEADERS

The Administrative Rules of Montana (ARM) 10.58.705 specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). The areas of the PEPPS that this course addresses are noted in bold.

It should be noted that the Montana PEPP Standards are based upon the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. The ISLLC and PEPP Standards are used to guide courses in Educational Leadership. For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard, visit the web site for the Council of Chief State School Officers at http://www.ccsso.org/documents/2008/educational_leadership_policy_standards_2008.pdf.

Montana Professional Educator Preparation Program Standards (PEPPS)
10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors

(1) The program requires that successful candidates:
    a) **Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students**;

    b) **Promote a positive school culture**,
        i. **provide an effective instructional program**,
        ii. **apply best practice to student learning**, and
        iii. design comprehensive professional growth plans for staff in order to promote the success of all students;

    c) **Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students**;

    d) **Collaborate with families and other community members**,
        i. **respond to diverse community interests and needs**,
        ii. **including Montana American Indian communities**, and
        iii. mobilize community resources in order to promote the success of all students;

    e) **Act with integrity, fairness, and in an ethical manner** in order to promote the success of all students;

    f) **Understand, respond to, and influence the larger**
        i. **political,**
        ii. **social,**
        iii. **economic,**
        iv. **legal, and**
        v. **cultural context in order to promote the success of all students**; and

    g) Complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

        o Refer to the EDLD web description of the requirements for fieldwork at
http://www.coehs.umt.edu/departments/edlead/FieldExperiences1/default.php

Students seeking a M.Ed. in Educational Leadership are encouraged to reference the PEPP Standards in their M.Ed. culminating presentation to the comprehensive exam committee.

COURSE OBJECTIVES

This course addresses all six major standards of the Montana PEPP Standards.

Below you will find the specific outcomes for this course and the alignment of these outcomes to the Montana PEPP Standards. As a result of the successful completion of the K-12 Leadership course, students will be able to:

Standards Alignment	PEPPS
1. Articulate the principalship within a learning community.	b,d,e,f
2. Operationalize the principal as learner, culture builder, advocate, manager, mentor, and supervisor.	b,c,d,e,f
3. Understand the historical view of the principal.	f
4. Recognize future challenges for educational leaders.	f
5. Plan and conduct a faculty meeting focusing on the success of all students or the concept of fairness.	a,b,c,d,e,f
6. Apply a scholarly article to the roles and responsibilities of the principalship.	a,b,c,d,e,f
7. Recognize the ethical considerations of the principalship and act with integrity and fairness.	e
8. **Articulate their beliefs and philosophy regarding the roles and responsibilities of the principalship.**	a,b,c,d,e,f
	Conceptual Framework
9. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*	*CF1*
10. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*	*CF2*
11. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance.*	*CF3*
12. *Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*	*CF3*

*Note: Objective 8 is printed in **bold** to designate the course objective for inclusion in the culminating portfolio for the M.Ed. in Educational Leadership.

MASTERS OF EDUCATION CULMINATING PORTFOLIO

The Masters of Education degree in Educational Leadership requires a culminating portfolio. As part of this portfolio, students will submit a benchmark assignment from each of the required M.Ed. courses. The benchmark assignment for this course is the Educational Platform and Administrative Entry Plan (see #8 above). The Educational Platform and Administrative Entry Plan will be a "work in progress" with additions being

made as you participate in other Educational Leadership courses. To be accepted for inclusion into your culminating portfolio, this assignment must meet the criteria for a grade of A or B.

EXPECTATIONS

Students enrolled in this course are expected to demonstrate regular and consistent class participation in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion (refer to *Professional Standards for Student Performance,* Appendix A). Students are required to be current in the assigned readings for the course and to submit required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

Written assignments will reflect the individual's original work (except in the case of group work) and, when appropriate, follow the style articulated in the *Publication Manual of the American Psychological Association* (APA). All references to works by other authors must be properly cited. Assignments must include a Cover Page and (a) be double spaced, (b) use 12 point font, (c) utilize indented paragraphs rather than business block format, (d) be left justified rather than full justification and (e) numbered in the top right hand corner. You do not need to provide an abstract (except for the book critique assignment) or use a Running Head. **Each written assignment must contain a Cover Page (see Appendix B) and be saved using the names provided on page 10 under Submitting Assignments.**

Quality graduate scholarship requires not only the ability to master the concepts found in literature and research, but also the ability to use this information to integrate knowledge. The opportunity to demonstrate your level of mastery and creativity will often be in the form of a formal scholarly paper. All papers should be subjected to spelling and grammar checks. Papers that are poorly written containing numerous grammatical and/or mechanical errors will not be accepted.

Do not forego the assigned readings and only read the class PowerPoints. Doing so will put you at a distinct disadvantage when it comes to completing the various course assignments and fully participating in the class discussions and activities. By not fully reading the assigned readings, you also run the risk of entering your first administrative position unprepared with the necessary knowledge to act as an effective instructional leader understanding the nuances of leadership and management.

Academic Honesty
All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The Student Conduct Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.

ONLINE COURSE SUPPLEMENT
There will be an online course supplement delivered through UMOnline using Moodle. Moodle is an open-source learning management system that is used by the University of

Montana to deliver online learning. Within the Moodle system, there is a short introductory course, Moodle 101 for students. You can take this self-paced tutorial course by going to https://umonline.mrooms3.net/course/view.php?id=41. Even though we will not be using all components within Moodle for this course, I encourage everyone to take the time to work through this orientation course which should take approximately 30 minutes to complete.

Needing Help

If you encounter problems regarding the online supplement, please contact Extended Learning Services at http://umonline.umt.edu/. There is also a Technical Support link within the UMOnline Services area of the course shell (in the upper right hand corner).

For questions regarding your NetID (formerly SCAUID), changing NetID passwords, email accounts, and general computer assistance:
IT Central Help Desk: (406) 243-4357, italk@umontana.edu

Moodle live technical support: 406-243-4999

General registration information:
Registration Help Desk (Griz Central), (406) 243-6077

Using Your UMConnect e-mail Account

Correspondence to you regarding this course will utilize your UMConnect mail account. While it is recommended that you check your UMConnect mail account regularly, there is a way that you can have messages sent to your UMConnect mail account forwarded to another e-mail account. While doable, there are drawbacks to having your messages forwarded. Specifically the University does not recommend doing this due to FERPA regulations.

One negative side effect of this procedure is the problem of replying to the original message. When your UMConnect mail has been forwarded to another email account there is a problem with replying. In order to reply to the original e-mail, you must insert the e-mail address where you want your message to go. If you just hit "reply" your reply will be sent only to your UMConnect mail account and NOT to the intended recipient!

However, it can be done if you so desire. For instructions on how to forward your UMConnect mail to an external e-mail account go to: http://umt.custhelp.com/cgi-bin/umt.cfg/php/enduser/std_adp.php?p_faqid=820&p_created=1268326353

ASSIGNMENTS

In addition to the assigned readings, expectations of class participation, and adherence to the Professional Standards for Student Performance, each student will be required to complete the following four assignments:

1. **Monthly Calendar Activities**

2. **Faculty Meeting Promoting the Success of All Students**
3. **Leadership Book Critique**
4. **Educational Platform and Administrative Entry Plan**
NOTE: Assignments should use a cover page (see Appendix B)

MONTHLY CALENDAR ACTIVITIES: (Due as Assigned)

The purpose of the Monthly Calendar Activity is to generate a monthly activity calendar that notes important activities for a particular month as well as noting upcoming events that the principal needs to be aware of in order to plan ahead. An example would be parent-teacher conferences which typically happen in October (and in some schools, February or March). A principal needs to be discussing with the teachers and planning for this important event in September.

Every student will be assigned a particular month to provide a list (this could be as simple as a bulleted outline) of (a) activities that typically occur in that month and (b) activities that will be happening in future months but require the principal's attention prior to the month that the activity is scheduled. This list will need to be posted in the appropriate area within the Monthly Calendar Activities area located within the *Course Resources* icon in the course shell. Events for the calendar should cover activities for grades prekindergarten to 12th grade. Please provide a brief explanation of those activities which may be unique and not widely known by other students. If you use acronyms, please spell out what the letters represent (e.g. PIR= Pupil Instruction Related). The monthly assignments for students can be found in the Monthly Calendar Activities area in the *Course Resources* icon in the course shell. It is suggested that students contact principals in the various grade levels for assistance in generating the calendar events. The monthly activities/events must be posted in the course shell by the date noted in the Monthly Calendar Activities area. Other students in the class may also post items that may not have been covered by the students assigned that particular month.

The assessment criteria for the Monthly Calendar Activities are in Appendix C.

FACULTY MEETING PROMOTING THE SUCCESS OF ALL STUDENTS: (Due as Assigned)

The purpose of this assignment is to demonstrate the preparation for a faculty meeting where an educational article is used to stimulate discussion focused upon some educational issue that will address the success of all students and or the concept of fairness. This assignment will also require a copy of the article and assignment posted in the Faculty Meeting area located within the *Course Resources* icon in the course shell. This posting will include (a) a copy or electronic source for the article and (b) the outline of the 25 minute staff meeting addressing the chosen article. Within the 25 minute meeting, address the following

    a. Overview of the article's main points.
    b. Discussion prompts to facilitate discussion
    c. Articulated strategy to use the allotted time (May include previous directions to the faculty prior to the meeting.)

The assessment criteria for the Faculty Meeting are in Appendix D.

LEADERSHIP BOOK CRITIQUE: (Due November 25)

The Leadership Book Critique will be from a leadership book of your choosing. This book will need to be approved by Dr. McCaw. In the first part of the paper, describe the main points of the book. Then analyze the contents of the book using material from the course. That is, if you agree with the book state why and support your position by citing/discussing content from the course. You may also not agree with the book and that is fine, just support your position with information from the course. Finally, how will you use this information to assist you when you are a principal? If the topic has not yet been covered in the course, you are encouraged to read ahead on that topic. (10 page maximum not including references)

In addition, you will need to produce a 1 page abstract of the book to be posted in the *Course Resources* icon in the course shell under Leadership Book Critique Abstracts.

The assessment criteria for the Leadership Book Critique are in Appendix E.

EDUCATIONAL PLATFORM AND ADMINISTRATIVE ENTRY PLAN: (Due December 9)

The Educational Platform and Administrative Entry Plan should reflect a culmination of reflections on a number of important issues. Each Educational Platform and Administrative Entry Plan will be unique because it will reflect your own belief system and leadership style juxtaposed to relevant educational issues.

Writing and verbalizing your values and views about significant aspects of the educational process provides personal insights and improves communication with your coworkers. This written description of your values has been referred to as an *Educational Platform* (Sergiovanni & Starratt, 1983). By summarizing your beliefs, values, and philosophies about education, you are better able to communicate to other people where you stand as a professional educator.

Many people who create a platform claim that it helps them with an *Entry Plan* to prepare for job interviews, communicate their values to other members of the organization, and determine if their actions match their espoused ideals. In addition, your entry plan should include consideration of a number of other issues and how you plan to address them. In addition, analyzing and reflecting on the components of the platform and how they have, or have not changed over time, is an essential feature of this activity.

Guidelines:

The Educational Platform and Administrative Entry Plan should address your personal attitudes, beliefs, and philosophy concerning education and directly address each Montana PEPP Standard for this course. Your paper should be organized by each MT PEPP Standard noting your personal attitudes, beliefs, and philosophy as they pertain to the standard. Within each standard, also address your position on a number of issues pertaining to the principalship and addressing the particular standard (think of it as interview preparation).

Educational Platform and Administrative Entry Plans should be narrative in form using full paragraphs and follow the style articulated in the *Publication Manual of the American Psychological Association* (APA) for citing the works of others. This assignment may be written in the first person. It is important that your writing voice is consistent. Where appropriate, a list of key ideas may be presented. Your positions on these educational issues should also be supported with scholarly citations which form the basis of the informed opinion. The length of an Educational Platform and Administrative Entry Plan will vary considerably from person to person. There is a maximum page limit of 15 pages, not including references, for this assignment.

Evaluative Criteria:
Evaluation of this assignment will be done through the application of writing and organizational standards consistent with graduate level work. Students should use APA writing style although the voice for this assignment may be in first person.

The assessment criteria for the Educational Platform and Administrative Entry Plan are in Appendix F.

SUBMITTING ASSIGNMENTS: (Please submit only one assignment per e-mail.)
Assignments will be submitted electronically by e-mailing them to Dr. McCaw (bill.mccaw@umontana.edu) saved as an MSWord document. **Save your documents using the format and assignment names listed below**. *Please follow the provided format and spell each assignment as it is in the example.* Color has been provided only to clarify the three components of course and semester, student name, and assignment; it is understood that your saved assignment name will not be in color. Your saved assignment name should contain the following information in the order provided in the example for the student Jerri Smith.

EDLD 567 Au 13 [Your Last Name] [Your First Initial] Assignment

Example for Jerri Smith:
EDLD 567 Au 13 Smith J Cal Act
EDLD 567 Au 13 Smith J Fac Mtg
EDLD 567 Au 13 Smith J Bk Crit
EDLD 567 Au 13 Smith J Platform

FIELD EXPERIENCE

10.58.705(g) of the Montana Professional Educator Preparation Program Standards (PEPPS) notes that successful candidates:

complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

To address this standard, the Department of Educational Leadership has designed field experience expectations for students in either the M.Ed. or Licensure/Endorsement program. The field experience is a requirement of the M.Ed. and Licensure program and not a requirement of any one course. These field experience expectations are described on the Department's Website (http://www.coehs.umt.edu/departments/edlead/FieldExperiences1/default.php). It is important to note that considerations have been made for students who have gained admittance to the department prior to the Fall 2011 Semester.

The field experience is designed to foster applied learning with best practices for educational leadership. The field experience provides the student with the opportunity to bring together leadership theory and practice in actual organizational environments. Each student is required to secure support from a P-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

GRADING

Grading for this course is explained below. Specific assessment rubrics for each assignment can be found in the Appendices.

Grades will be determined by the following weighted formula:

Class Participation and attendance (minus 3 points for each absence)	15%
Monthly Calendar Activities	5%
Faculty Meeting Promoting the Success of All Students	15%
Leadership Book Critique (*Principle-Centered Leadership*)	25%
Educational Platform and Administrative Entry Plan	40%

Course grades will be based upon a percentage of the total possible course points:
100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59% and below = F

ACCOMMODATIONS

I want to be sensitive to any needs that you may have. If you require some accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. (For other options see http://life.umt.edu/dss/).

TENTATIVE CLASS TOPICS AND READINGS
The Principalship
Principle-Centered Leadership (Covey, 1990)

Class Date		Topics	Readings
August	26	Introductions and Course Overview	

13

9   October   28 January & February Calendar Issues
                    Becoming a Leader in a Professional Learning   Ch. 7   (pp. 141-174)
                        Organization
                        Follower Video
                    Using Stakeholder Information Systems   *Ch. 22 (pp. 224-235)*
                    Completed Staff Work   *Ch. 23 (pp. 236-243)*
                    Principles of Total Quality   *Ch. 25 (pp. 250-260)*
                    Faculty Meeting

10 November   4   March Calendar Issues
                    The Principal as Manager   Ch. 10 (pp. 240-264)
                        Time Management & Principal In Box
                    Abundance Managers   *Ch. 14 (pp. 157-162)*
                    Seven Chronic Problems   *Ch. 15 (pp. 163-172)*
                    Shifting Your Management Paradigm   *Ch. 16 (pp. 173-180)*
                    Managing Expectations   *Ch. 19 (pp. 202-209)*
                    Manage from the Left, Lead from the Right   *Ch. 24 (pp. 244-249)*
                    Faculty Meeting

    November   11 Veterans Day Holiday – NO CLASS

11 November   18 April Calendar Issues
                    Principal In Box Continued
                    The Principal as Mentor   Ch. 8   (pp. 176-206)
                    Corporate Constitutions   *Ch. 29 (pp. 288-294)*
                    Principle-Centered Learning Environments   *Ch. 31 (pp. 302-312)*
                    Faculty Meeting

12 November   25 May Calendar Issues
                    The Principal as Supervisor   Ch. 9   (pp. 208-238)
                        Conflict
                    Six Conditions of Empowerment   *Ch. 18 (pp. 190-201)*
                    Organizational Control versus Self-Supervision   *Ch. 20 (pp. 210-216)*
                    Faculty Meeting
                    Book Critique Due

13 December   2   After School is Out Calendar Issues
                    Becoming an Innovative Principal in a   Ch. 12 (pp. 292-328)
                        Professional Learning Community
                    Total Quality Leadership   *Ch. 26 (pp. 261-266)*
                    Faculty Meeting

December   9   Summer Issues
Looking to the Future as a Principal   Ch. 13 (pp. 330-336)
Transforming a Swamp into an Oasis   *Ch. 28 (pp. 278-287)*
The Wounded leader
Faculty Meeting
Educational Platform & Administrative Entry Plan Due

EMERGENCY PREPAREDNESS AND RESPONSE:

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be into the hall, turn right, and out the building's north doors.
- If that route is blocked, our secondary route will be into the hall, through the atrium into the old portion of the building, turn left and go down the stairs. From the bottom of the stairs on the first floor you have three options to leave the building; (1) take a left and go down the hall to the west entrance, or (2) you can take a right (heading east) and exit the building at the end of the short hall on the east side of the PJWEC; finally, (3) you can take a right and enter the circle area on the first floor and then either go left and out the north side of the building or go right and into the main atrium area where you will go past the Omni Globe and out either the east or west doors.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area to the east of the College of Education and Human Sciences – at least 300 feet from the building exit. Our indoor rally point is in McGill Hall Lobby. McGill Hall is east of the PJW College of Education and Human Sciences across the grass of Memorial Row. We should reconvene as a group at the appropriate rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.

- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- Please inform me if you possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

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APPENDIX A

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at The University of Montana are expected to:

➤ Demonstrate professional vision in the practice of educational administration

➤ Accept responsibility and accountability for class assignments in their role as members of the class

➤ Demonstrate growth during the period of their graduate career

➤ Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives

➤ Demonstrate imagination and originality in the discussion of educational leadership issues

➤ Understand the relationship between theory and practice and the value of reflective leadership

➤ Demonstrate a moral, humanistic, ethical and caring attitude toward others

➤ Demonstrate an ability to build trust and positive relationships with others

➤ Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions

➤ Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor

➤ Demonstrate an ability to express himself/herself well in speech and writing, and

➤ Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

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FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.

APPENDIX B

Assignment

Paper Title

by
Your Name
790-XX-XXXX

Submitted to
William P. McCaw, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 567: K-12 Leadership

University of Montana
Autumn 2013

APPENDIX C

EDLD 567: Monthly Calendar Activities Assessment Rubric

	1 Point	0 Points	PTS
Activities Noted	Calendar notes the major school activities/events for the specified month.	Major activities not included in the calendar for the specified month.	
P-12 Activities Included	Calendar activities address P-12 grades.	Calendar activities are limited to only elementary or only high school activities.	
Importance of Activities	Activities are meaningful and important enough to warrant inclusion in the calendar for the specified month.	Activities are included that lack importance to the school and appear as only fillers in a list	
Clarity	Activities are clearly stated and acronyms are articulated.	Activities are NOT stated clearly.	
Future Planning for Important Events	Future monthly activities needing attention are noted.	There is NO evidence of pre-planning important events which will take place in the upcoming months.	

APPENDIX D

EDLD 567: Faculty Meeting Assessment Rubric

	EXEMPLARY	ADEQUATE	NOT ADEQUATE	15 PTS
Electronic copy of the Article Provided		2 POINTS Provided	0 POINTS Not Provided	2 PTS
Article Overview	7-6 POINTS The main points of the article are identified, summarized, and presented in a manner that clearly addresses the success of all students or the concept of fairness and makes the material relevant to the teachers	5-3 POINTS The main points of the article may be identified and/or summarized and/or presented in a manner that makes the relevancy of the material to teachers less than clear and or there is a weak connection to the success of all students or the concept of fairness	2-0 POINTS The main points of the article are not summarized or summarized in a cursory manner and does not address the success of all students or the concept of fairness	7 PTS
Discussion Prompts and/or Discussion Questions	3 POINTS Prompts and/or questions scaffold providing synthesis and application of the material	2 POINTS Prompts and/or questions are listed but do not provide for scaffolding or synthesis of the material	1-0 POINTS Prompts and/or questions are poorly developed or not provided	3 PTS
Presentation Time Strategy	3 POINTS Presentation is well organized, stays within the allotted time, and is nicely paced	2 POINTS Presentation is organized and/or and or the time schedule is not doable	1 POINT Presentation is loosely organized and/or fails to utilize the time schedule is not given or is not doable	3 PTS

APPENDIX E

EDLD 567: Leadership Book Critique Assessment Rubric

	EXEMPLARY	ADEQUATE	NOT ADEQUATE	UNACCEPTABLE	25 PTS
The main points of the book described	4 POINTS Main points are clearly articulated demonstrating a thorough understanding.	3 POINTS Main points are noted but only as stated in the book	2-1 POINTS Main points are briefly covered or covered in a manner that causes confusion.	0 POINTS Main points are not addressed.	4 PTS
Main points analyzed	6-5 POINTS Main points are thoroughly analyzed using content from the course and outside sources.	4-3 POINTS Main points are analyzed using content from the course.	2-1 POINTS Main points are briefly analyzed with a weak connection to the course content.	0 POINTS Main points are not analyzed or analyzed only in a cursory manner and/or a link to the course content is not evident.	6 PTS
Book Critique	6-5 POINTS In-depth discussion of the strengths and weaknesses of the book provided	4-3 POINTS The critique briefly addresses the strengths and weaknesses of the book	2-1 POINTS Strengths and weaknesses addressed but only in a cursory manner.	0 POINTS Critique not provided	6 PTS
How the book will be used as a principal	6-5 POINTS Book contents are applied to the principalship demonstrating a thorough understanding and synthesis of the main points.	4-3 POINTS Book contents are applied to the principalship in a realistic manner.	2-1 POINTS Book contents are weakly applied to the principalship in a manner that does not demonstrate an adequate understanding.	0 POINTS Book contents are not applied to the principalship or the content is misapplied therefore demonstrating confusion by the student.	6 PTS
Mechanics	3 POINTS APA format is followed and mechanical errors do not detract from the paper.	2 POINTS APA format is somewhat followed and mechanical errors are minimal.	1 POINTS APA format partially followed and/or there are numerous mechanical errors.	0 POINTS Numerous grammatical and/or spelling errors and does not follow APA.	3 PTS

APPENDIX F

EDLD 567: Educational Platform and Administrative Entry Plan Assessment Rubric

	EXEMPLARY	ADEQUATE	NOT ADEQUATE	UNACCEPTABLE	40 PTS
Mechanics	5 POINTS APA format is followed with detail and mechanical errors do not detract from the paper.	4 POINTS APA format is somewhat followed and mechanical errors are minimal.	3 POINTS APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper.	2-0 POINTS The paper has numerous grammatical and/or spelling errors and does not follow APA.	5 PTS
Citations	10-9 POINTS Stated positions are supported with multiple scholarly citations with some citations coming from outside of the course.	8-7 POINTS Scholarly citations are used but little if any are from outside of the course material.	6-1 POINTS Stated positions are minimally supported and contain no citations beyond the course material.	0 POINTS Stated positions are not supported with scholarly citations.	10 PTS
Link to the Montana PEPP Standards	10-9 POINTS All six MT PEPP Standards are addressed in a manner that demonstrates a depth of knowledge and understanding.	8-7 POINTS MT PEPP Standards are not addressed in a manner demonstrating a depth of knowledge and understanding or not all MT PEPP Standards are addressed.	6-1 POINTS MT PEPP Standards are either missing or addressed in a cursory manner.	0 POINTS The MT PEPP Standards are not addressed.	10 PTS
Content	15-14 POINTS Based upon personal beliefs/values with a synthesis and application of material from a variety of sources.	13-11 POINTS Content has a weak link to beliefs/values and does not synthesize or apply course material.	10-1 POINTS Content is taken directly from texts used in the course and does not demonstrate a synthesis or application of the course material.	0 POINTS Content is very shallow, and/or does not represent an informed opinion.	15 PTS