University of Montana
ScholarWorks at University of Montana

Syllabi

Course Syllabi

9-2013

EDLD 559.01: Public Relations for Principals

Frances L. O'Reilly
University of Montana - Missoula, Frances.oreilly@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Recommended Citation

THE UNIVERSITY OF MONTANA
Department of Educational Leadership
Phyllis J. Washington College of Education and Human Sciences
EDLD 559.

Public Relations for Principals
Professor: Dr. Frances L. O'Reilly
Dates: Autumn 2013
Email: frances.oreilly@umontana.edu
Phone: 243-5608 or 1-406-544-8541

Course Description:

> This course will familiarize students with the issues surrounding public relations in a modern school system.   Students will develop a public relations plan for implementing a unique idea in a school system using skills and information acquired in the class (Benchmark Assignment).

Readings and Discussion Topics:

> Weekly textbook readings are enumerated in the syllabus. There may be additional topics with additional short readings throughout the session.

Final Project

> Benchmark Assignment: Develop a comprehensive public relations plan for a school or school district.

Grading

> Grades will be based on the following three areas:
> - Attendance and Participation in class discussions 25%
> - Assignments 35%
> - Final project: Comprehensive Public Relations Plan 40%

Required Text

Kowalski, Theodore J. (2011), "Public Relations in Schools", *5th Edition.* Pearson
     Merrill/Prentice Hall, New Jersey.

Missions
- The University of Montana Mission Statement

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.

- **College of Education and Human Sciences Mission Statement**

  The College of Education and Human Science 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. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

- **Educational Leadership Mission Statement**

  The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

CONCEPTUAL FRAMEWORK

The Professional Leadership Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Leadership 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 segmented curriculum and think creatively about the interrelationships among 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 dealing with actual problems in contextual learning situations. *Students will utilize previous subject knowledge and address actual educational problems in their development of their understanding of public relations and the benchmark project.*

- *Cooperative Endeavors*

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners

cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students will participate in a variety of group projects and be assessed in ability to be a contributing member to Moodle discussions and supporting their classmates.*

- *Respect for Diversity and Individual Worth*

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. They are also 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.*

This Class is developed in accordance with the Montana PEPPS Standards

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, provide an effective instructional program, apply best practice to student learning, and 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, respond to diverse community interests and needs, including Montana American Indian communities, and 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 political, social, economic, legal, and 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.

(History: 20-2-110, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2007 MAR p. 190, Eff. 2./9/07.

Course Outcomes and Standards for School Leaders:

The Department of Educational Leadership (EDLD) also recognizes and uses the 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 Standards are used to guide courses in educational leadership. Each standard is briefly summarized below. 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/content/pdfs/isllcstd.pdf.

The following Standards and their areas of knowledge will be used as outcomes in this course:

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
The administrator has knowledge and understanding of:
- the principles of developing and implementing strategic plans
- systems theory
- effective communication
- effective consensus-building and negotiation skills

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
The administrator has knowledge and understanding of:
- applied motivational theories
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- school cultures

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
The administrator has knowledge and understanding of:
- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- current technologies that support management functions

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse

community interests and needs, and mobilizing community resources.

The administrator has knowledge and understanding of:
- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

The administrator has knowledge and understanding of:
- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The administrator has knowledge and understanding of:
- the role of public education in developing and renewing a democratic society and an economically productive nation
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

EXPECTATIONS:

Students enrolled in this course are expected to demonstrate regular and consistent class attendance by entering in the class discussions at a minimum of three times in each class or forum, be current in the assigned readings, participate in all activities and discussions 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). Assignments should be submitted in a timely manner.

Written assignments will reflect the individual's original 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. All written assignments must (a) include a title page (Appendix B), (b) be double spaced, (c) use 12 point font, (d) utilize indented paragraphs rather than business block format, (e) be left justified rather than full justification (f) numbered in the top right hand corner. And emailed to the professor at: frances.oreilly@umontana.edu or handed in at class.

Each written assignment must contain a cover page (see Appendix A).

Class Lectures Required:

Each week we will have discussions. Lectures will be presented through MS PowerPoint slides or PDFs. You can download a free "view only" version of PowerPoint from Microsoft. The download can be located at http://office.microsoft.com/en-us/downloads/results.aspx?qu=powerpoint&av=DCT000.

Submitting Assignments:

Please bring the assignment to class and be prepared to present them to the class or email them with the below information in the subject line to frances.oreilly@umontana.edu

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.* The subject line should clarify the three components:1) course and semester, 2) name of the assignment, and 3) the student name. Your saved assignment should contain the following information in the order provided in the example (including spaces).

[Your Last Name] [Your First Initial] EDLD 559 Au 13 Assignment

Example for Judy Jones:

Jones J EDLD 559 Au13 Assignment # 1 Assignment

Jones J EDLD 559 Au 13 Assignment #4 Assignment

Jones J EDLD 559 Au 13 Assignment #6 Assignment

- ▪ Using Your umconnect e-mail Account:
  Correspondence to you regarding this course will utilize your umconnect account. While it is recommended that you check your umconnect account regularly, there is a way that you can have messages sent to your umconnect account forwarded to another e-mail account. While doable, there are drawbacks to having your messages forwarded.*

  Forwarding your umconnect messages to another e-mail account*

  1. Log in to your umconnect account
  2. Click on "rules"
  3. Create new rule
  4. Name new rule
  5. Keep everything blank until the bottom of the page where it says "enter new e-mail"
  6. At this point you enter the e-mail address where you want your umconnect forwarded
  7. YOU MUST THEN CLICK SAVE or all your efforts will be in vain. ☺

  * One negative side effect of this procedure is the problem of replying to the original message. When your umconnect 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 <u>umconnect</u> account and NOT to the intended recipient!

- <u>Needing Help</u>:
  If you encounter problems regarding this Moodle Course please contact UMOnline at http://umonline.umt.edu/ContactUs/default.htm. There is also a Tech Support area within the menu of the course shell.

  For questions regarding your NetID (formerly SCAUID), changing NetID passwords, email accounts, and general computer assistance:
  IT Central Help Desk: (406) 243-4999, **itcentral@umontana.edu**

  Moodle technical support:
  Marvin Paulson: (406) 243-4999, **courseware-support@umontana.edu**

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

<u>Schedule for the Summer Session:</u>

Week 1: August 26, 2013
Please Introduce yourselves for discussion for the first week. Share only what you feel comfortable sharing with your classmates. Review of the syllabus will take place.

No class on September 2 Holiday

Week 2: Read Chapter 1-School Public Relations
September 9, 2013
Assignment: Taking into account the many definitions offered by Kowalski on pages 9 to 14; write in 3-4 pages a working definition of School Public Relations that encompasses your beliefs regarding the leadership of a principal/ leader in the area of public relations be prepared to discuss.

Week 3: Read Chapter 6 PR Programs
September 16, 2013
<u>Objective -</u> Develop an understanding of your beliefs, vision and operating principles as they relate to public relations and to the mission of your institution.
<u>Assignment:</u> In a paper prioritize the goals offered on pages 14 to 17 of the text.
Also, briefly write for discussion a situation that you believe was a public relations (PR) nightmare or at least was disconcerting. Indicate how it was handled (from the information you

have within your purview). Then indicate what you believe was done well and what might have been done differently. Please do not use real names of districts, schools or individual i.e. principals or superintendents names.

Week 4:
September 23, 2013
Read Chapter 2- Social and Political Context and NWEL Assignment #1
Objective - Understand changing community expectations.
Tasks: Considering the readings and NWEL assignment #1 for information to include in your response, write a brief description (3-5 pages) of the changes you see in your current community in terms of demographics and the relationship of the community and bring to class a hardcopy and be prepared to discuss.

Week 5
September 30, 2013
Read Chapter 9-Community Relations and Building a Public Relations Plan, and NWEL Assignment #2 & #5 and the handout on "Sociological Inventory"
Objective - Understand the components of a public relations plan
Tasks:
Conduct and write a sociological inventory of your community addressing each area and explain the process you follow to assess that area and bring to class to discuss.

Week 6:
October 7, 2013
Read Chapter 10-Media Relations and also review Internal and External Publics an NWEL #3
Objective– Understand the nature of community participation in schools.
Objective– Understand conflict and change in modern school governance.
Tasks: Identify, in your school district or organization the internal and external publics as described by Kowalski. In a 3-5 page paper enumerate what you have found and substantiate your paper with citations from the text or from the readings from NWEL or other sources. Bring a hard copy to class to discuss.

Week 7:
October 14, 2013
Read Chapter 11-Public Opinions and also the Dissatisfaction Theory (PDF handout).
Objective– Understand Public Opinions and Political Context and Dissatisfaction Theory.
Task: Due Interview at least one school board member in a school district. If interviews are not possible, surveys or phone conversations will be a workable alternative. Find out their reasons for running for the board, what their expectations were with regard to their role as a board member and what have they found surprising (positive or negative) as a board member. Have them identify their accomplishments in their role as school board member and identify what they are

still hoping to accomplish. Provide a summary of your interviews and provide a discussion of how the board members' answers relate, in their role as a representative of the public, to the change processes discussed in the readings. Bring a hard copy to class and be prepared to discuss.

Week 8
October 21, 2013
Read Chapter 5-Communications and Conflict Management and NWEL assignment #6
<u>Objective</u>– Understand the Principal as effective communicator and resolver of conflict.
<u>Tasks: Due :</u>In light of the Chapter 6 content, describe one recent conflicts of which you were a part. Explain the context, the contributing factors and resolution. Write up the incident and the resolution and be prepared to discuss in class.

Week 9
October 28, 2013
Chapter 3-Legal and Ethical Aspects of Public Relations and NWEL Assignments #4
<u>Objective</u>– Understand briefly the Legal and Ethical Aspect of Public Relations.
<u>Tasks:</u> In light of the Chapter 3 content and the NWEL Assignment #4 handout summarize briefly your understanding of Legal and Ethical Aspects of Public Relations for your district.

Week 10
November 4, 2013
Read Chapter 7 Planning, Implementing and Evaluating Programs
Read Chapter 8 Using technology to exchange and manage information.
Read Chapter 10-Media Relationships NWEL Assignment #3
<u>Objective -</u> Understand issues of dealing with the media.
<u>Tasks:</u> Due: Part 1 – Write a 30 second radio advertisement for a raffle that your high school is holding to purchase instructional material for a new career education center and bring a hard copy to class. Be prepared to discuss.

Part 2 – Your high school did not make adequate yearly progress (AYP) for the second year in a row. In the first year the deficiency was in math scores. In the second year the math scores had improved but 6% of the students were opted out of the testing for a variety of reasons and the school fell below the 95% participation rate required for AYP. Write a press release explaining the results that will be posted in next week's paper and bring a copy to class.

No Class November 11 Holiday

Week 11:
November 18, 2013
Read Chapter 4_Current Context of School Reform

Read Chapter 13- Responding to Crisis

<u>Objective</u> - Understand issues of communicating change(S) and communicating in a crisis.

<u>Task 1:</u> Write a 2-3 page paper discussing a situation in your district or school that was **considered a crisis** and tell how it was resolved. If you were the leader what were the steps you would have followed? What was done well? What could have been done better?

Task 2: Write a 2-3 page paper discussing a situation in your district or school that was **considered change**. How it was handled? If you were the leader what were the steps you would have followed? What was done well? What could have been done better?

No Class on November 25,2013

Week 12

December 2, 2013

Benchmark Assignment: Presentation in class with PowerPoint will be expected. A hard copy is due into the professor by this date unless an extension has been asked for and granted by the professor: A written Public Relations Plan for your District/School. Please follow the rubric in Appendix B

This Syllabus if subject to changes.

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://www.umt.edu/SA/VPSA/index.cfm/page/1321

Professional Standards for Student Performance

The University of Montana
Expectations:

➤ 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

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

Appendix A

Name of the Assignment

Original Title

by

Your Name_____

Student ID #: _790_____

Submitted to

Dr. Frances L. O'Reilly

In Partial Fulfillment of the Requirements of

EDLD 559. Public Relations for Principals

The University of Montana

Autumn 2013

Appendix B

EDLD559 Benchmark Rubric	Student ID		Term
559A			
Component	**Excellent to Exemplary 160-200 points**	**Good to Adequate 120-159**	**Unacceptable 0-119**
	9-10 Point	7-8 points	0-6 Points
Preparatory Needs Assessment Introduction to prepare the reader for the plan and introduces the purposes of PR plan	Well-articulated purpose for the plan and introductory remarks about PR including the needs assessment	Briefly addresses the purpose for the plan and introductory remarks about PR including the needs assessment	Not included
	9-10 Point	7-8 points	0-6 Points
Preparing for the change and the process for implementation in the community: Listen for the trends and what does the community want for the future	Comprehensive articulation of the process to inform, introduce, collaborate with the community to include the internal and external publics. Articulates the trends and shows the voice of the community is heard and considered.	Includes tangentially articulation of the process to inform, introduce, collaborate with the community include the internal and external publics in the processes. Articulates the trends and shows the voice of the community is heard and considered.	Not included or minimally addressed
	9-10 Point	7-8 points	0-6 Points
Mission and Vision of the Institution and the vision for the PR plan is articulated. Developing Message and the theme or branding.	Comprehensive look at Mission and Vision of the Institution, and the vision for the PR plan Developing Message and the theme or branding.	Includes tangentially the Mission and Vision of the Institution and the vision for the PR Developing Message and the theme or branding.	Not included or minimally addressed
EDLD559 Benchmark Rubric Continued	13-15 Point	11-12 points	0-10 Points

Recognizes and Specifies the Internal and External Public in the school/district	Comprehensive Process to recognize, utilize, and collaborate with the community to include the internal and external publics	Includes tangentially a process to recognize, utilize, and collaborate with the community to include the internal and external publics	Not included or minimally addressed
	28-35 Point	25-27 points	0-24 Points
Changes in Society Retirees, Poverty, Demographics etc. Includes the Sociological Inventory Changes in Society Retirees, Poverty, Demographics etc. **Includes the Sociological Inventory**	Comprehensive look at changes in their society A comprehensive Sociological Inventory	Includes tangential look at changes in their society. A tangential Sociological Inventory	Not included Not included or minimally addressed
	9-10 Point	7-8 points	0-6 Points
Recognize this plan is a flexible community plan and there are time when changes will be required	Includes the understanding of flexible and community, and articulates more than one option for the future projection	Includes tangentially the understanding of flexible and community, and articulates more than one option for the future projection	Not included or minimally addressed
	9-10 Point	7-8 points	0-6 Points
Recognizes capacity and Resources that are available (human and other resources)	Recognizes the appropriate use of resources but also looks to options to find opportunities	Includes recognition tangentially of the appropriate use of resources but also looks to options to find opportunities	Not included or minimally addressed
	16-20 Point	14-15 points	0-13 Points
Inclusion of theories that show support for the positions taken with citations from the text and other resources	Includes citations from the text and other resources to support the direction of the plan.	Includes only a few citations from the text and other resources to support the direction of the plan.	Not included or minimally addressed

EDLD559 Benchmark Rubric Continued	9-10 Point	7-8 points	0-6 Points
Includes A Crisis Plan in terms of PR	Comprehensive PR Crisis Plan that aligns with the school/district crisis plan.	Tangentially or very briefly mentioned a PR Crisis Plan	Not included or minimally addressed
	16-20 Point	14-15 points	0-13 Points
Diversity and sensitivity to ethnic and cultural community members is included for example Indian Ed for All	Includes some information on the diversity and sensitivity of the community and how to accommodate	Includes only tangentially information on the diversity and sensitivity to the community and how to accommodate	Not included or minimally addressed
	9-10 Point	7-8 points	0-6 Points
Recognizes the importance of establishing purposeful relationships with the multi-media sources	Includes a comprehensive process for establishing and nurturing these multi- media relationships	Includes only tangentially information on how to relate to the multi-media outlets and sources	Not included or minimally addressed
	16-20 Point	14-15 points	0-13 Points
Digital-age is included And discussion to consider how to use digital communities, cell phone etc. Technology enhancing the School/District's ability to establish and maintain relationships	Includes knowledge of how the digital age will affects PR If technology will be integrated to enhance PR of the school/district	Includes only tangentially information on how the digital age will affect PR Includes only tangentially how or if technology will enhance PR for the school district	Not included or minimally addressed
	9-10 Point	7-8 points	0-6 Points
Emphasizes human relationships	Recognizes that the participants are human and how to establish relationships.	Includes only tangential information on the participants' humanity and how to establish relationships	Not included or minimally addressed

EDLD559 Benchmark Rubric Continued	9-10 Point	7-8 points	0-6 Points
Conclusion and an Annual Review and Evaluation	Comprehensively addresses an Annual evaluation review should include both formative and summative assessments of the PR plan. This evaluation should serve to determine to what extent the mission and goals have been achieved. -Should provide insight for future PR improvements. -Should address the progress made or the lack thereof progress made, to determine areas of improvement for the future. Should include an yearly evaluation cycle.	Tangentially addresses an Annual evaluation review should include both formative and summative assessments of the PR plan. This evaluation should serve to determine to what extent the mission and goals have been achieved. -Should provide insight for future PR improvements. -Should address the progress made or the lack thereof progress made, to determine areas of improvement for the future. Should include an yearly evaluation cycle	

FIELD EXPERIENCE REQUIREMENTS FOR THE DEPARTMENT OF EDUCATIONAL LEADERSHIP – ESTABLISHED FALL 2011

M.Ed. Program Leading to Principal Licensure Please refer to the EDLD Website

Students who were accepted into the program **beginning Fall 2011**:
Each student will be required to perform and document a minimum of 216 hours of field experience. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed and documented relating to each standard.
Under each standard there are recommended and required activities for each of the six standards. This list appears on the department website. All students must participate in the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to with the portfolio at least 2 weeks prior to the culminating presentation.

Students who were accepted into the program **prior to Fall 2011**:
Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form for must be turned in with the portfolio at least two weeks prior to the culminating presentation.

Licensure/Endorsement Program
Students who were accepted into the program **beginning Fall 2011**:
Each student will be required to perform and document a minimum of 27 hours of field experience per course taken. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed relating to each standard.
Under each standard there are recommended activities and required activities for each of the six standards. This list appears on the department website. All students must perform the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to the department prior to recommendation for licensure.

Students who were accepted into the program **prior to Fall 2011**:
Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. Documentation of this field experience must be turned in to the department at least two weeks prior to the recommendation for licensure.

The Standards and Field Experiences

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;

    1. Participate on a building or district committee to create a vision for a district, building or program.
    2. **Interview internal and external publics and ask what the vision of the district means to them.**
    3. **Attend a school board meeting and summarize the role vision has played in decisions.**
    4. Investigate the historical process of how a school district or school arrived at their current vision.
    5. **Interview administrators on how they utilize the vision in their decision making.**
    6. Review school district communication documents to see how the district vision is disseminated through symbols, stories, ceremonies and other activities.

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

    1. Work with the person in your school or local district to learn the process for inputting AIMs data (or comparable student data system) or attend an AIMs training.
    2. Investigate the historical process of how a school district or school arrived at their current school culture.
    3. Interview an individual within the institution who is responsible for professional development.
    4. Determine how best practice is identified and transferred.
    5. Participate on a professional development committee.
    6. Interview the curriculum specialist in your district about a specific curriculum or part of a curriculum about the development of, criteria for selection, criteria for changing curriculum.
    7. Short interviews with teachers who use the curriculum regarding the implementation and the selection process. How well does the curriculum address the state standards?
    8. Interview a minimum of three parents regarding school curriculum.
    9. Conduct a clinical supervision cycle with a faculty member (this can be an actual evaluation or for practice purposes only).

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;

1. Meet with a district business manager, or other individual who has budget development and oversight responsibility, regarding the relationship between budget decisions and the district's vision and mission.
2. Attend, or participate in, a district budget meeting.
3. Interview an administrator regarding the development of the district's crisis plan.
4. Interview a building safety coordinator about the building safety plan (risk management).
5. Investigate how your district ensures that playground equipment is safe.
6. Attend or participate in a collective bargaining meeting.
7. Tour the school's physical plant including boiler and mechanics.
8. Discuss school records with the district or building clerk.
9. Locate the building's MSDS sheets and read the policies on their use.
10. Review the districts insurance checklists.
11. Locate the comprehensive 5 year plan and interview a committee member about its development.

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

1. Investigate how the school or district addresses students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
2. Investigate the implementation of Indian Education for All in your school or a local district. This investigation should include curriculum, curriculum resources, and professional development.
3. Participate in the organization and/or facilitation of Indian Education for All activities.
4. Review the previous year Office of Civil Rights report for a school district.
5. Review the demographics of the community and discuss the sociological implications of the demographics with a school district leader.
6. Participating in community and/or school-community meetings or events. Assist in planning events.
7. Investigate through interviews with administrative leaders how they collaborate with families and community members.
8. Present at community service organization meetings regarding the school district.
9. Review school district communication documents to see how the Indian Education for All information is disseminated through symbols, stories, ceremonies and other activities.

E. Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;

1. Interview an administrator regarding an ethical dilemma that he/she has faced.
2. Interview a minimum of 5 educators regarding their concept of integrity, fairness and ethics.

3. Locate the Code of Ethics for teachers and interview a teacher or teachers about the implications of the code.
4. Review the board policies on ethics and interview a board member on the implications of the policies.

F. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and

1. Examine how your district responds to, and influences the larger political context in order to promote the success of all students.
2. Examine how your district responds to, and influences the larger social context in order to promote the success of all students.
3. Examine how your district responds to, and influences the larger economic context in order to promote the success of all students.
4. Examine how your district responds to, and influences the larger legal context in order to promote the success of all students.
5. Examine how your district responds to, and influences the larger cultural context in order to promote the success of all students.
6. Review board policy for the hierarchy of communication in a school district and interview an administrator about its implications.
7. Attend a community organization meeting (i.e. Rotary, City Council, Elks, Chamber of Commerce, County Commissioners, Fair Board).

Log
Artifacts (by standard)

Those required activities for fieldwork are indicated in RED