Fall 9-1-2021

EDLD 551.50: Foundations of Curriculum Leadership

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University of Montana
Department of Educational Leadership
EDLD: 551 Foundations of Curriculum Leadership
Fall 2021
Syllabus

Course Overview

Class
Weekly Class Open on Monday's of each week - Monday -Sunday Night at 12:00pm
September 13, 2021 to November 19, 2021
Online via University of Montana Moodle

Instructor
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Required Readings:
Glathorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2019). Curriculum leadership: Strategies for development and implementation (5th ed.). Thousand Oaks, CA: Sage.

Sheninger, Eric. (2021) Disruptive Thinking in our Classrooms: Preparing Learners for their Future. Chicago, ILL: ConnectEDD Publishing LLC

Other Readings:
Sorenson, R. Goldsmith, L. Mendez, Z. Maxwell, K. (2011) The Principal's Guide to Curriculum Leadership. Thousand Oaks, CA: Sage.

Course Description
The Foundations of Curriculum Leadership course is designed to explore the history and theoretical bases of current P-12 curriculum and instructional leadership. It is from this basis that educational leaders build a strong foundation in curriculum. Curriculum leaders must be able to merge theory and practice in order to meet the global challenges facing education now and in the future. To form and support the leader's foundations, this course will examine critical issues in the areas of (a) Foundations of Curriculum, (b) Curriculum Processes, (c) Curriculum Management, and (d) Current Trends in the Curriculum.

Course Objectives:
This course addresses all six major standards of the Montana PEPP Standards (Appendix B). 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 Foundations of Curriculum Leadership course, students will:

1. Address contemporary curriculum issues from a historical perspective
2. Understand the relationship between curriculum and instruction;
3. Assess the results of research on teaching and learning;
4. Study theoretical and historical dimensions of the design and dissemination of curricula in K–12 educational settings;
5. Understand the concepts of curriculum planning, implementation, and evaluation;
6. Explore the historical, philosophical, and political underpinnings of curriculum;
7. Examine curriculum management and supervision of human and material resources;
8. Investigate current developments and trends in curriculum;
9. Gather practical information regarding the curriculum process through structured interviews and discussions with practitioners in the field;
10. Exchange ideas and information regarding the curriculum process through meaningful and reflective dialogue;
11. Create a personal definition of curriculum;
12. Articulate a personal philosophy of curriculum leadership;
13. Personalize the critical elements regarding the foundations of curriculum, curriculum processes, and curriculum management.
14. Examine the present situation of curriculum and re-examine the new normal, and rethink the following:
    a. Learning
    b. The Learner
    c. Our Mindsets
    d. Sustaining a Culture of Disruptive Learning
    e.

Expectations:

Participation

Students enrolled in this course are expected to regularly and consistently participate in class and all tasks 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 Appendix A) Students are required to be current in the assigned reading for each class and to submit and/or present required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

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://staging.umt.edu/student-affairs/community-standards/

Written 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 research 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.

Using Your UMConnect email Account

Correspondence to you regarding this course will utilize your UMConnect mail account. It is recommended that you check your UMConnect mail account regularly.

ONLINE FORMAT

UMOnline: 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. Moodle 101 for Students can be accessed from your Moodle home page. 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.

Course Shell

The course shell consists of nine major areas that you will need to access. These fourteen areas are:

1. Introduction
2. Syllabus and Course Resources
3. Week of September 13th- Introduction
4. Week of September 13th Continued
5. Week of September 20th
6. Week of September 27th
7. Week of October 4th
8. Week of October 11th
9. Week of October 18th
10. Week of October 25th
11. Week of November 1st
12. Week of November 8th
13. Week of November 15th
14. Course Summative Evaluation

Each area of the moodle will contain the resources for the week. There will be a powerpoint presentation for each week with associated readings, and discussion questions for each week that you will need to read and respond to. The discussion questions will require you to post your initial answers to each set of questions and then you are responsible for interacting with your classmates online during the week responding to their posts as well. Our class is relatively small in numbers so we will all be in one large group for the discussion questions each week.
In addition, it is important that you initially respond to the discussion prompt ASAP each week so that your discussion group members will be able to respond to your post. Each class discussion will be monitored for student participation. For each class, students will receive one of the following scores for their participation:

1. 2 points for your initial post and a thorough contribution that stimulates discussions including interacting with other students.
2. 2 points for contributing only in a cursory manner or not responding to at least one posting from a student in the class.
3. 0 points for not participating or missing the deadline

* Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling.

Class Readings
The required book for this course will be read and discussed throughout this course. The assigned reading should be completed prior to viewing the Class PowerPoint Lecture and participating in the group discussions. Not all chapters will be covered in the required textbook,

so students may wish to read those chapters on their own to get a sense of the author's complete work.

Using Your UMConnect email Account
Correspondence to you regarding this course will utilize your UMConnect mail account. It is recommended that you check your UMConnect mail account regularly.

Needing Help
If you encounter problems regarding this online course please contact UMOnline at http://umonline.umt.edu/. There is also a Technical Support area within the menu of the course shell (406-243-4999 or 866-225-1641 (toll free)).

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.

Masters of Education Culminating Portfolio Assignment
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 Foundations of Curriculum Leadership paper. To be accepted for inclusion into your culminating portfolio, this assignment must meet the criteria for a grade of A or B.

Class Dates, Topics, and Schedule
Curriculum Leadership: Strategies for Development and Implementation (5th ed.). This book will be read and discussed throughout this course. The pages noted for each class reading should be read prior to that class.

Weekly Assignment	Reading and Discussion Questions:
1. Week of September 13th Introduction	Please post your Youtube introduction video by **Wednesday September 15, 2021 at 12:00pm.**
2. Week of September 13th Continued	**Reading:** Curriculum Leadership: Chapters 1-4 p.1-140 **Power Point #1** **Discussion Questions:** 1. What roles do the recommended curriculum and hidden curriculum play in developing the intentional curriculum? 2. Curricular changes are often influenced by and manifestations of larger social forces. What societal changes are influencing curricular changes today? In your district? In Montana? In the Country? 3. Looking at your own school or district how has the advancements in technology changed the roles of the education process related to curriculum and curriculum leadership? 4. What role does politics play in the development of state and national education regulations?
3. Week of September 20th	**Reading:** Curriculum Leadership: Chapters 5-8 p.141-236 **Power Point #2** **Discussion Questions:** 1. How does your district leverage the use of PLC's to enhance curriculum development? 2. What are some innovative ways curriculum leaders can use technology to acquire data. 3. How do you account for the fact that the ideal curriculum of scholars and experts have had such little impact on the written or the taught curriculum? As an administrator, how would you counter this problem? 4. Describe the processes that you or members of your school use to develop new courses and units. How is the administration involved in the development?

4. Week of September 27th	**Reading:** Curriculum Leadership: Chapters 9-10 p. 237-298 **Power Point #3** **Discussion Questions:** 1. What role should the school principal play in providing professional development for teachers? 2. On the basis of your experience in schools, do you believe that teachers should have some options regarding the types of supervisory services they receive? Give examples and support your position with well reasoned arguments. 3. Why must a curriculum council and program committee have a thorough understanding of the school district's philosophy, vision, mission, and exit outcomes? 4. Explain how developing a course of study (curriculum resource guide) facilitates the teacher as a content expert?
5. Week of October 4th	**Reading:** Curriculum Leadership: Chapters 11-12 p. 299-356 **Power Point #4** **Discussion Questions:** 1. What leadership and curriculum leadership steps would you employ with a teacher that refuses to follow the district's curriculum guide? 2. What steps do you take in your district or what does your district do to ensure that the curriculum is vertically aligned between the grade levels, and what work do you do to ensure the curriculum is horizontally aligned between the subjects so that students see the natural connections in content? 3. How can curriculum evaluation improve methods of teaching and instructional techniques? 4. Of the different theories of curriculum evaluation presented in the text, choose the best option that your district uses and explain the process using details from the text and field of practice.

6. **Week of October 11th**	**Reading:** Curriculum Leadership: Chapters 13-15 p. 357-457 **Power Point #5** **Discussion Questions:** 1. Select one of the fields discussed in the chapter. By analyzing how it has changed and is changing now, project the major changes that might occur during the next 10 years. 2. Develop an outline of a professional learning program in technology for your school. Discuss the major components of your plan and remember to include the professional development that you would integrate for staff members. 3. If you were charged with the responsibility of developing a district curriculum in critical thinking, would you recommend developing separate courses, integrating critical thinking into existing courses or using both approaches? Provide a rationale for your recommendations. 4. What are some of the hurdles that educators face as they begin using technology in the classroom?

7. **Week of October 18th**	**Reading:**
	Disruptive Thinking
	  Part I - Re-Thinking "Normal"
	  Pages 3-34
	
	Power Point #6
	
	Discussion Questions:
	
	1. How has a Professional Learning Network (PLN) made you a better teacher and leader for your school?
	2. What have you learned in the last two years of instruction with students, teachers, and parents about education and the new normal we are faced with today?
	3. Over the last two years we have had a lot of disruption. What are several aspects of the pandemic that have been helpful for public schools?

	4. Disruptive Challenge #1 a. Use table 1 to conduct an audit of your practices to see where there is an opportunity for growth. List the top 5 most important learned behaviors. Why did you pick them? What can you do to push the needle in those areas to prepare learners for a bold new world?

8. Week of October 25th	**Reading:**
	 Disruptive Thinking
	 Part II - Re-Thinking Learning
	  Pages 37-108
	
	Power Point #7
	
	Discussion Questions:
	
	1. The Instructional Theory Practice Model from Madeline Hunter:
	    a. Stated Objective, Anticipatory Set, Instructional Input, Modeling, Check for Understanding, Guided Practice, Independent Practice, and Closure.
	   How have you used this and how will you change based upon the new normal and the pandemic?
	2. How would you use the Rigor Relevance framework to mold and guide curriculum and implementation of curriculum?
	3. How would you use the "Transforming Teaching" graphic on page 72 to guide curriculum development and implementation in your district as a leader?
	4. As an educational leader, how will you try to get all of your teachers to empower students using the rigor relevance framework for instruction?
	5. As an educational leader how will you try to promote "sticky learning" for all teachers and students in the building?

9. Week of November 1st	**Reading:** Disruptive Thinking Part III - Re- Thinking the Learner Pages 111-163 **Power Point #8**

	Discussion Questions: 1. As educational leaders how can we make a shift to personalized learning while maintaining a commitment to teaching the whole child? 2. In your school or district what would personalized learning look like in action? 3. How can we redesign our learning spaces to be more flexible for students while maximizing student engagement? 4. How can we as educational leaders ensure that our teachers provide a rigorous and relevant curriculum to our distance learning students? What can we do to support them to make sure the content is of high quality and students are engaged?
10. Week of November 8th	**Reading:** Disruptive Thinking Part IV - Re-Thinking our Mindset Pages 167-196 **Power Point #9** **Discussion Questions:** 1. As an educational leader how will you challenge your staff and students in a caring, morale boosting manner that develops a positive working school culture? 2. As an educational leader how will you craft the discussion of abolishing the giving of zeros to students? What research will you use and what are your thoughts on Eric Scheninger's perspective? 3. How do you give feedback to staff and students? 4. Does homework have a positive effect on student learning and motivation? 5. As an educational leader what process will you use for reflective thinking and transformation as a result of the reflective conversations? 6. How will you use the BEST acronym with staff and students? Begin working on your paper
11. Week of November 15th	Work and Finish Paper
Course Evaluation	

Formal Written Assignment Titles and Due Dates:
1. Definition of Curriculum Paper   **Due: Sunday Sept. 26, 2021 (12:00pm)**
2. Philosophy of Curriculum Leadership   **Due: Sunday October 10, 2021 (12:00pm)**
3. Foundations of Curriculum Leadership Paper   **Due: Friday November 19, 2021 (12:00pm)**
4. Weekly Discussion Questions:
    a. Initial Posts - Early in the week M-W of the assigned week
    b. Followup posts by classmates and myself - W-Sunday of the assigned week

Grading:

Grading for this course is explained below. Specific assignment assessment rubrics can be found with the assignment description in the appendix. Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or content that the writer finds more interesting than the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly. Papers that are poorly written, containing numerous grammatical and/or mechanical errors, will not be accepted.

Grades will be determined by the following weighted formula:	**Points**
1. Class Participation (Moodle Discussion Board)	30
2. Definition of Curriculum Paper	20
3. Philosophy of Curriculum Leadership Paper	20
4. Foundations of Curriculum Leadership Paper	30

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

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 redesigned field experience expectations for students in either the M.Ed. or Licensure/Endorsement program. These field experience expectations are described on the [Department's Website](.).

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 K-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

Assignments

COVER PAGE

Assignment

by
Your Name
790 - ## - ####

Submitted to
Robert DoBell, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 551: Foundations of Curriculum Leadership
University of Montana
Fall 2021

PREPARING ASSIGNMENTS TO SUBMIT

Key Points:
1. Follow APA Format (https://owl.english.purdue.edu/owl/resource/560/01/)
   a. Provide citation information when paraphrasing (author's last name, publication date)
   b. Direct quotations require author, publication date, and page number
   c. Page number noted in the footer (bottom center and different on first page)
   d. Use two spaces between sentences
   e. APA Deviations
      i. Font = Times New Roman (Body), 12 point
         1. No Running Head
         2. No Abstract
2. Provide a cover page
3. Refer to the assignment description and assessment rubric located in the appendix
4. Save and submit the document with the naming format noted in the syllabus
5. Use the moodle to turn in assignments. If it does not work to submit within the moodle platform you may email them to me as a backup to robert.dobell@mso.umt.edu

Writing Requirements:
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). Because of the personal nature of the assignments for this class, they should be written in third person. References to works by other authors must be properly cited. Each written assignment must contain a cover page and be saved and submitted using the moodle platform.

ASSIGNMENT DESCRIPTION AND ASSESSMENT RUBRIC:
Definition of Curriculum Paper
Articulate your personal definition of curriculum and then explain and support the major components of your definition with scholarly citations. (2 page maximum without references)

	Exemplary	**Acceptable**	**Unacceptable**	**Total**
	8 Points	**6 Points**	**4-0 Points**	**20 Points**
Personal Definition of Curriculum	Definition is comprehensive, clearly articulated, and supported with citations	Definition is provided, and/or limited in scope, and/or somewhat supported with citations	Definition is brief and/or weak, limited in scope, and/or not supported with citations	
	6 Points	**4 Points**	**2-0 Points**	
Major Components Explained	Components explained with detail and depth	Components somewhat explained	Components lacking in detail and/or depth	
	4 Points	**2 Points**	**1-0 Points**	
Major Components Supported	Components thoroughly supported with citations	Components somewhat supported with citations	Components lacking supporting citations	
		2 Points	**1-0 Points**	
Mechanics and APA		APA format is followed with detail and mechanical errors do not detract from the paper	APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper	

Philosophy of Curriculum Leadership Paper

This paper should articulate your definition and philosophy of curriculum leadership. Within this paper provide an overview of curriculum leadership and address the foundations of curriculum as they relate to your definition and philosophy. (5 page maximum without references)

Philosophy of Curriculum Leadership Paper Assessment Rubric

	Exemplary	Acceptable	Unacceptable	Total
	6 Points	**5 Points**	**4-0 Points**	**20 Points**
Definition of Curriculum Leadership	Definition fully articulated	Definition somewhat noted	Definition is weak and/or briefly stated	
	4 Points	**3 Points**	**2-0 Points**	
Philosophy of Curriculum Leadership	Philosophy fully articulated	Philosophy somewhat articulated	Philosophy is weak and/or briefly stated	
	4 Points	**3 Points**	**2-0 Points**	
Overview of Curriculum Leadership	Comprehensive overview provided	Overview provided	Limited overview provided	
	4 Points	**3 Points**	**2-0 Points**	
Foundation of Curriculum	Foundations of curriculum fully articulated	Foundations of curriculum noted	Foundations of curriculum somewhat or not noted	
		2 Points	**1-0 Points**	
Mechanics and APA		APA format is followed with detail and mechanical errors do not detract from the paper	APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper	

Foundations of Curriculum Leadership Paper

This is the benchmark assignment for this course and as such is a demonstration of your understanding of curriculum leadership and its various components including:

1. Definition of curriculum leadership
2. Philosophy of curriculum leadership
3. Theories and research pertaining to curriculum
4. Curriculum leadership
5. Process of curriculum development (Include elements from "Disruptive Thinking")
6. Curriculum management
7. Current trends in curriculum to include a discussion about "Disruptive Thinking"

(10 page maximum without references)

	Exemplary 5 Points	Acceptable 4 Points	Unacceptable 3 - 0 Points	Total 40 Points
Definition of Curriculum Leadership	The student clearly exhibits outstanding ability to articulate a definition of leadership and apply it to appropriate practices in order to improve educational outcomes of all students in a school.	The student clearly exhibits an ability to articulate a definition of leadership and apply it to appropriate practices in order to improve educational outcomes of all students in a school.	The student does not clearly exhibit outstanding ability to articulate a definition of leadership and apply it to appropriate practices in order to improve educational outcomes of all students in a school.	
Philosophy of Curriculum Leadership	The student is highly adept at creatively articulating his/her philosophy of curriculum leadership. An overview of curriculum leadership along with the essential elements of curriculum foundations needs to be included.	The student is adept at creatively articulating his/her philosophy of curriculum leadership. An overview of curriculum leadership along with the essential elements of curriculum foundations needs to be included.	The student is not highly adept at creatively articulating his/her philosophy of curriculum leadership. An overview of curriculum leadership along with the essential elements of curriculum foundations needs to be included.	

Theory and Research on Curriculum Leadership	The student includes a detailed review of curriculum leadership theory and research. The student will also identify a definition of "scientifically based methods."	The student includes a review of curriculum leadership theory and research. The student will also identify a definition of "scientifically based methods."	The student does not include a review of curriculum leadership theory and research. The student does not identify a definition of "scientifically based methods."	
Curriculum Processes	The student demonstrates an impressive depth of knowledge and synthesis in articulating the history and process of curriculum development for both scholars and practitioners. The student also demonstrates an impressive depth of understanding needed in leaders to make curricular changes.	The student demonstrates a depth of knowledge and synthesis in articulating the history and process of curriculum development for both scholars and practitioners. The student also demonstrates a depth of understanding needed in leaders to make curricular changes.	The student fails to demonstrate a depth of knowledge and synthesis in articulating the history and process of curriculum development for both scholars and practitioners. The student also fails to demonstrate a depth of understanding needed in leaders to make curricular changes.	
Curriculum Management	The student clearly states a detailed comprehensive plan for supervising the curriculum (both teachers and materials), developing and implementing curriculum, aligning the curriculum (both vertically and horizontally), and evaluating the curriculum.	The student clearly states a comprehensive plan for supervising the curriculum (both teachers and materials), developing and implementing curriculum, aligning the curriculum (both vertically and	The student does not clearly state a comprehensive plan for supervising the curriculum (both teachers and materials), developing and implementing curriculum, aligning the curriculum (both vertically and horizontally), and evaluating the curriculum.	

		horizontally), and evaluating the curriculum.		
Curriculum Development	The student includes a detailed account of curriculum leadership including a comprehensive examination of the development process in the district of their choice. Includes a discussion on Disruptive Thinking.	The student includes an account of curriculum leadership including a comprehensive examination of the development process in the district of their choice.	The student does not include an account of the curriculum leadership process in the district of their choice.	
Curriculum Leadership in the Current Trends in Curriculum	The student includes a detailed examination of trends in the subject areas, across the curriculum or individualizing the curriculum. This could include needs of special learners, global curriculum, multicultural education, or current research in neuroscience. Includes a discussion about "Disruptive Thinking".	The student includes an examination of trends in the subject areas, across the curriculum or individualizing the curriculum. This could include needs of special learners, global curriculum, multicultural education, or current research in neuroscience.	The student does not include an examination of trends in the subject areas, across the curriculum or individualizing the curriculum. This could include needs of special learners, global curriculum, multicultural education, or current research in neuroscience.	

Mechanics and Citations	The student follows APA format with very few mechanical errors. The student makes appropriate citations throughout the paper.	The student follows APA format and mechanical errors do not detract from the paper. The student makes appropriate citations throughout the paper.	The student partially follows APA format and mechanical errors detract from the paper. The student does not make appropriate citations throughout the paper.	

Appendix A
Professional Standards for Student Performance

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

1. Demonstrate professional vision in the practice of educational administration
2. Accept responsibility and accountability for class assignments in their role as members of the class
3. Demonstrate growth during the period of their graduate career
4. Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
5. Demonstrate imagination and originality in the discussion of educational leadership issues
6. Understand the relationship between theory and practice and the value of reflective leadership
7. Demonstrate a moral, humanistic, ethical and caring attitude toward others
8. Demonstrate an ability to build trust and positive relationships with others
9. Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
10. Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
11. Demonstrate an ability to express himself/herself well in speech and writing, and
12. 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.

MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of 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.

COURSE 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 PEPP Standards are used to guide courses in Educational Leadership. These standards are also identified more specifically in the next section

"Course Objectives".

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. Program standards guide accreditation of administrator preparation programs and are used in some states for professional development programs toward certification. Program standards are exemplified by the National Council on Accreditation of Teacher Education (NCATE) administrator preparation Program Standards (NCATE/ELCC, 2002), developed by the Education Leaders Constituent Council (ELCC). The NCATE/ELCC Program Standards are widely used by states as criteria to accredit administrator preparation programs for certification. 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

Montana Professional Educator Preparation Program Standards (PEPPS)

10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors
  I. 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,
          a. provide an effective instructional program,
          b. apply best practice to student learning, and
          c. 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,
          a. respond to diverse community interests and needs,
          b. including Montana American Indian communities, and
          c. 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
    a. Political,
    b. Social,
    c. Economic,
    d. legal, and
    e. cultural context in order to promote the success of all students.

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.