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EDLD 567.50: K-12 Leadership

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UNIVERSITY OF MONTANA
DEPARTMENT OF EDUCATIONAL LEADERSHIP
EDLD 567: K-12 LEADERSHIP
AUTUMN 2021
ONLINE SYLLABUS

Course Overview

Class

September 16 – December 18, 2021
Classes open each Thursday at 2:00 p.m.

INSTRUCTOR

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REQUIRED READINGS

Matthews, L. J. & Crow, G. M. (2010). *The principalship: New roles in a professional learning community*. Allyn & Bacon. ISBN-10: 020554567X   ISBN-13: 978-0205545674

Covey, S. R. (1990). *Principle-centered leadership*. Summit.
ISBN-10: 0671792806   ISBN-13: 978-0671792800

School 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 educational leaders.

SYLLABUS TABLE OF CONTENTS

COURSE OBJECTIVES

This course addresses, in an indirect manner, all six major standards of the Montana PEPP Standards. At the heart of these standards are activities that "promote the success of all students." If schools are going to assist in the success of all students, then educational leadership, and specifically the role of the principal, becomes a very important component in schooling. Briefly stated and synthesized, the six standards address (a) vision, (b) culture, (c) management, (d) community collaboration, (e) ethical actions, and (f) the larger context of public and private education. The College's Professional Education Unit (PEU) has articulated its Conceptual Framework (Refer to Appendix B). Outcomes for this course also address the PEU's Conceptual Framework.

Below you will find the specific outcomes for this course and the alignment of these outcomes to the Montana PEPP Standards and PEU Conceptual Framework. As a result of the successful completion of K-12 Leadership, 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 the need to act with integrity and fairness.	e
8. Understand the foundation for implementing Indian Education for All in Montana	d
9. Articulate their beliefs and philosophy regarding the roles and responsibilities of the principalship.	a,b,c,d,e,f

	Conceptual Framework
10. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*	*CF1*
11. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*	*CF2*
12. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance.*	*CF3*
13. *Students are expected to participate in all tasks and discussions in manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*	*CF3*

*Note: Objective 9 is printed in **bold** to designate the course objective for inclusion in the culminating portfolio for the M.Ed. in Educational Leadership.

EXPECTATIONS

Participation

Students enrolled in this course are expected to regularly and consistently participate

in each class discussion 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.) Two points will be deducted each time a student fails to participate in the assigned group discussion per posting deadlines noted on page 6 of this syllabus. 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.

Written Assignments

Written assignments will reflect the individual's original work and follow the style articulated in the *Publication Manual of the American Psychological Association* (APA) 7th Edition. Properly cite references to works by other authors.

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.

Article IV: Proscribed Academic Conduct

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs.

Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.
2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.

10. **Altering transcripts, grades, examinations, or other academically related documents:**
Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

Using Your UMConnect e-mail Account

Correspondence to you regarding this course will utilize your UMConnect mail account. Y**ou should check your UMConnect mail account regularly**.

ONLINE FORMAT

UMOnline: Moodle

Moodle is an open-source learning management system used by the University of Montana to deliver online learning. Within the Moodle system, the introductory course Moodle 101 for Students can be accessed from your Moodle home page shell ("Student Resources" or within the "Welcome" page of the course shell). 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.

SNAP Format

The Moodle format for this course is in SNAP. The University has requested professors to use the SNAP format for online courses. Student responses have shown a preference for the SNAP format as it is easier to access from a variety of devices and navigation appears to be more intuitive and inclusive.

Course Shell

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

1. Welcome, Announcements, and Introductions
2. Class Content (for each class)
3. Assignments
4. Optional Discussions and Questions
5. Course Resources
6. Syllabus Information

1. Welcome, Announcements, and Introductions

This general area will contain a welcome message, University Land Acknowledgement, the course announcements, and class introductions.
   a. Class Introductions

   This area will contain individual introductions for each student in the class. You will be required to post your introduction in this area by the start of the second class.

2. Class Content (for each class)

The Class Content area contains all of the necessary information needed to access for each of the ten classes (Class 1, Class 2, etc.). Classes will open at 2:00 p.m. on Thursday. For each class there are three areas that you will need to access.

A. Overview provides a video discussing the content for the class.

B. PowerPoints will highlight important content from the reading as well as additional content pertinent to the specific class topic. Successful completion of the assignments will require students to fully read and learn the assigned content.

C. Assigned Discussions will be required for each class. You will find the class discussion prompt and your assigned discussion group within the Assigned Group Discussion area for each class.

It is important that you find your group's discussion area for each class and participate in that assigned group as class participation points will be awarded each class from these discussions. **You will need to post your initial response to the discussion prompt before 2:00 p.m. on Friday for the previous Thursday's discussion prompt.** In addition, **submit your response to members of your discussion group before 2:00 p.m. on Tuesday. Postings that occur after the noon deadlines will result in deducted points.**

	Initial Response By 2:00 p.m.	Response to Group Members By 2:00 p.m.
Thursday's Class	Friday	Tuesday

For each class, students will receive one of the following scores for their participation:
   a) 2 points for thorough contributions that stimulate discussion including interacting with other students in your assigned group and meeting both posting deadlines (initial and response)

   b) 1 point for contributing only in a cursory manner or not responding to at least one posting from a student in the assigned group or missing either posting deadline (initial and response)

   c) 0 points for not participating

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

3. Assignments
This area contains four important areas pertaining to the course assignments.

   A. Assignments and Due Dates
   This area provides a listing of all assignments and their corresponding due date. The information in this area is from the course syllabus.

   B. Assignment Exemplars
   You will find assignment exemplars in this area. These are not perfect papers but provide you with a sense of the assignment's expectations for an "A" paper.

   C. Preparing Assignments to Submit
   Specific instructions regarding the preparation of assignments as well as writing requirements, directions for submitting assignments, and assignment templates are located in this area. Pay particular attention to the naming format as explained in the

course syllabus (p. 12). All assignments will be a MSWord file. The information in this area is from the course syllabus.

Assignment Templates

This area contains templates for each assignment. These templates contain the specific cover page (**remember to add your name and student 790 number**), assessment rubric, and content headings. <u>Leave the assessment rubric as part of your paper for completion during the grading process</u> as well as the content headings.

D. <u>Assignment Submittal Areas</u>

Each assignment has its own submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon. Submit assignments (**with the correct naming format**) by clicking the dark "Add submission" button in the lower right-hand corner of the assignment box.

4. Optional Discussions and Questions
   There are two areas set aside for optional discussions. These areas are:

   A. <u>Continued Class Discussion</u> is a discussion area where students can post questions or prompts to further the discussion and interaction among classmates. Anyone posting in this area needs to send an email to the entire class so that everyone has the opportunity to participate in the continued discussion.

   B. <u>Optional Questions for Dr. McCaw</u> is a discussion area where students can pose questions (specific to the topics for that class) to me similar as in a face-to-face class. To ensure a timely response, please e-mail me at bill.mccaw@umontana.edu noting that you have posted a discussion question for my response; otherwise these questions are answered each Thursday.

5. Course Resources
   Provided resources address (a) the course content as supplemental information, (b) APA and writing resources, (c) university specific resources (bookstore, library etc.), (d) educational resources (professional organizations), and (e) educational journals.

6. Course Syllabus
   This area contains the course syllabus, table of contents, and tentative schedule of class topics and reading assignments.

<u>Class Readings</u>

Complete the assigned reading prior to viewing the Class PowerPoint Lecture and participating in the assigned group discussions. Electronic readings will be available within the specific class content area. Students may wish to read those chapters not assigned on their own to get a sense of the author's complete work.

<u>Needing Help</u>

If you encounter problems regarding the online portion of this course, please contact <u>UMOnline</u>. 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. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Office for Disability Equity (ODE). "Reasonable" permits students with disabilities to compete on an equal footing with their peers at the University.

MASTERS OF EDUCATION CULMINATING PORTFOLIO

The Masters of Education degree in Educational Leadership requires a culminating portfolio. As partof 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 (Assignment #5, p. 17 in this syllabus). The Educational Platform and Administrative EntryPlan will be a "work in progress" with additions being made as you participate in other Educational Leadership courses. **Acceptance for inclusion into your culminating portfolio requires this assignment meeting the criteria for a grade of A or B**.

CLASS DATES AND TENTATIVE TOPICS:

The Principalship
Principle-Centered Leadership (Covey, 1990)
The two required books will be read and discussed throughout this course. Read the pages noted foreach class prior to that class**.**

Class	Date	Topics	Readings	
1	Sept 16	Introductions and Course Overview		
2	Sept 23	New Conceptions of the Principalship in a Professional Learning Community	Ch. 1	(pp. 1-16)
		Historical View of the Principal's Role	Ch. 2	(pp. 18-39)
		Principle-Centered Approach: Preface		*(pp. 13-25)*
		Introduction to Section 1		*(pp. 29-32)*
3	Sept 30	Professional Learning Communities as School Reform	Ch. 3	(pp. 41-55)
		The Principal as Learner	Ch. 4	(pp. 57-83)
		Characteristics of Principle-Centered Leaders	*Ch. 1*	*(pp. 33-39)*
		Seven Habits Revisited	*Ch. 2*	*(pp. 40-47)*
4	Oct 7	Principal as Culture Builder	Ch. 5	(pp. 85-103)
		Three Resolutions	*Ch. 3*	*(pp. 48-56)*
		Primary Greatness	*Ch. 4*	*(pp. 57-66)*
		A Break with the Past	*Ch. 5*	*(pp. 67-78*
		Six Days of Creation	*Ch. 6*	*(pp. 79-86)*
		Monthly Calendar Assignment Due		
5	Oct 14	Principal as Advocate	Ch. 6	(pp. 104-139)
		Poverty		
		Seven Deadly Sins	*Ch. 7*	*(pp. 87-93)*
		Moral Compassing	*Ch. 8*	*(pp. 94-100)*
		Principal-Centered Power	*Ch. 9*	*(pp. 101-108)*
		An Introduction to Indian Education for All in Montana Documentation Due		

6	Oct	21	Becoming a Leader in a Professional Learning Organization	Ch. 7	(pp. 141-174)
			Clearing Communication Lines	*Ch. 10*	*(pp. 109-118)*
			Thirty Methods of Influence	*Ch. 11*	*(pp. 119-129)*
			Managerial and Organizational Development		*(pp. 153- 156)*
7	Oct	28	The Principal as Manager	Ch. 10	(pp. 240-264)
			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 Promoting the Success of All Students Due		
8	Nov	4	The Principal as Mentor	Ch. 8	(pp. 176-206)
			Advantages of the PS Paradigm	*Ch. 17*	*(pp. 181-189)*
			Six Conditions of Empowerment	*Ch. 18*	*(pp. 190-201)*
			Organizational Control versus Self-Supervision	*Ch. 20*	*(pp. 210-226)*
			Involving People in the Problem	*Ch. 21*	*(pp. 217-223)*
			Using Stakeholder Information Systems	*Ch. 22*	*(pp. 224-235)*
9	Nov	11	The Principal as Supervisor	Ch. 9	(pp. 208-238)
			Completed Staff Work	*Ch. 23*	*(pp. 236-243)*
			Principles of Total Quality	*Ch. 25*	*(pp. 250-260)*
			Total Quality Leadership	*Ch. 26*	*(pp. 261-266)*
			School Leadership Book Critique Due		
10	Nov	18	Becoming an Innovative Principal in a Professional Learning Community	Ch. 12	(pp. 292-328)
			Looking to the Future as a Principal	Ch. 13	(pp. 330-336)
	Nov	25	**Educational Platform & Administrative Entry Plan Due**		

ASSIGNMENT TITLE AND DUE DATE

1. Monthly Calendar Activities (October 7)
2. An Introduction to Indian Education for All in Montana (Documentation Due Oct 14)
3. Faculty Meeting Promoting the Success of All Students (Due Oct 28)
4. School Leadership Book Critique (Due Nov 11)
5. Educational Platform and Administrative Entry Plan (Due Nov 25)

GRADING

Grading for this course is explained below. Specific assignment assessment rubrics can be found with the assignment description beginning on page 13. 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 orcontent that the writer finds more interesting than the class assignment.

Grades will be determined by the following weighted formula:

Class Participation and attendance (minus 3 points for each absence)	15%
Monthly Calendar Activities	5%
An Introduction to Indian Education for All in Montana*	C/I
*Completion of this OPI resource required to complete EDLD 567	
Faculty Meeting Promoting the Success of All Students	15%
School Leadership Book Critique	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

FIELD EXPERIENCE

Field Experience is not a specific requirement of this course but rather a program requirement for principal and superintendent licensure (field experience is not a requirement for those students seeking an emphasis in higher education or international educational leadership). Please refer to theDepartment's website for additional information.

Applied learning with best practices for educational leadership is an expectation of the field experience. The field experience provides each student with the opportunity to bring together leadership theory and practice in actual educational environments. Each student is required to secure support from a PK-12 administrator who will act as a mentor to the student through thestudent's field experience in leadership activities.

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 endorsedschool district personnel for graduate credit.

To address this standard, the Department of Educational Leadership has designed field experienceexpectations for students in either the M.Ed. or Licensure/Endorsement program.

PREPARING ASSIGNMENTS TO SUBMIT

Key Points

1. Refer to each assignment's description and assessment rubric
2. Follow APA 7th Edition Format (The Owl at Purdue)
   a. **Double line spacing throughout**
   b. Provide citation information when paraphrasing (author's last name, publication date)
      i. Direct quotations require author, publication date, and page identifier
   c. APA uses past tense for published works
   d. APA uses the Oxford comma (comma before the word "and")
   e. Page number noted in the heading (top right-hand corner: format provided in the assignment template)
   f. Academic works use indented paragraphs and left justification rather than the block format and full justification used by business.

g. When citing works with three or more authors:
  i. List only the first author's name followed by "et al." in every citation, even the first, unless doing so would create ambiguity between different sources.
    - (Kernis et al., 1993)
    - Kernis et al. (1993) suggested...
  ii. In et al., et should not be followed by a period. Only "al" should be followed by a period.

h. References: Follow the format used in this syllabus for references (p. 25).
  i. References centered with bold upper and lower case
  ii. Reference format is hanging indent, double spaced, no extra space between references
  iii. When citing class PPT content, use:
  In References:
  McCaw, W. P. (2021, Autumn). K-12 leadership [PowerPoint slides].University of Montana. https://moodle.umt.edu/course/view.php?id=43804#section-0

  In Text:
  (McCaw, 2021, Class #, Slide #)

i. APA Deviations
  i. Font = Calibri (Body), 10.5 point (Word Default) or Times New Roman 10 or 12 point font is acceptable
  ii. No Running Head
  iii. No Abstract

3. Utilize the provided assignment templates on <u>all assignments</u> including the assessment rubric (these are provided in the "Assignments" area of the Moodle Shell)

<u>Writing Requirements</u>

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. Check spelling and grammar on all assignments. Papers poorly written containing numerous grammatical and/or mechanical errors are unacceptable. When noted, adhere to the page number restrictions.

SUBMITTING ASSIGNMENTS

Submit assignments as an MSWord file and only through Moodle in the Assignments area.

<u>Using Assignment Templates</u>

Assignments must use the assignment template which are located in the Moodle course shell within "Assignments" and can be downloaded as an MSWord file. These templates contain the important elements of each assignment. Leave the assessment rubric as part of the assignment. **You need to add your name and student number to the cover page, and then rename the file using the format and names noted in this section**.

Please follow the provided format and spell each assignment as it is in the example. Color clarifies the three components of course and semester, assignment, and student name;

your saved assignment will not be in color. The saved assignment should contain the following information in the order provided in the example (including spaces) for the student Jerri Smith.

EDLD 567 Sp21 Assignment [Your Last Name] [Your First Initial]

Example for Jerri Smith:
EDLD 567 Au21 Cal Act Smith J
EDLD 567 Au21 MIEFA Smith_J
EDLD 567 Au21 Fac Mtg Smith J
EDLD 567 Au21 Bk Crit Smith J
EDLD 567 Au21 Platform Smith J

Assignment Submittal Area

Each assignment has its own assignment submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon. Submit assignments (with the correct naming format) by clicking the dark "Add submission" button in the lower right-hand corner of the assignment box.

ASSIGNMENT DESCRIPTION AND ASSESSMENT RUBRIC

Monthly Calendar Activities

The purpose of the Monthly Calendar Activity is to generate a monthly activity list 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 or specific activity 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 "Assignments" area. (Do not submit a monthly calendar with items noted in squares for specific dates.) **Events for the calendar should cover activities for grades Pre-kindergarten to 12th grade**. Please provide a brief explanation of those activities which may be unique and not widely known. 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 within the "Assignments" area. It is suggested that students contact principals in the various grade levels for assistance in generating the calendar events. 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:

	1 Point	0 Points	5 PTS
Activities Noted	List notes the <u>major</u> school activities/events for the specified month.	Major activities not included in the list for the specified month.	
P-12 Activities Included	Activities address P-12 grades.	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 list 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.	

An Introduction to Indian Education for All in Montana Documentation

This course provides a basic foundation for implementing Indian Education for All (IEFA) in schools. IEFA offers students an opportunity to meet academic standards in multiple content areas and grade levels as they learn about the distinct and unique cultures and heritages of American Indians. Prior to licensure, all applicants must complete the free, online course, An Introduction to Indian Education for All in Montana. To fulfill this course requirement, students will submit documentation that they have completed "An Introduction to Indian Education for All in Montana" course. Documentation of completion prior to this course will be accepted. **Students not completing this requirement will receive an Incomplete for the entire course.**

Assessment Rubric: An Introduction to Indian Education for All in Montana

	Completed	Incomplete	Determination
An Introduction to Indian Education for All in Montana Documentation	Documentation of successful completion of the "An Introduction to Indian Education for All in Montana" online course.	No documentation of successful completion of the "An Introduction to Indian Education for All in Montana" online course. "	

Faculty Meeting Promoting the Success of All Students

The purpose of this assignment is to demonstrate your ability to prepare a 25-minute faculty meeting where an educational article is used to stimulate discussion focused upon some educational issue that will address the <u>success of all students and or the concept of fairness</u>. This assignment will **also** require a copy of the article, article overview, and the meeting plan with timings. The assignment will be posted in the Faculty Meeting area located within the "Assignments" area. This posting will include (a) an electronic source for the article and (b) introduction to the meeting, (c) overview of main points (1-2 pages), (d) outline of the 25-minute staff meeting addressing the chosen article, and (e) discussion prompts. Within the 25-minute meeting, address the following:

Faculty Meeting Assessment Rubric

	EXEMPLARY	ADEQUATE	NOT ADEQUATE	15 PTS
Electronic copy of the article, overview, prompts, and meeting plan with timings		**2 POINTS** Provided	**1-0 POINTS** Not Provided or missing all elements	
Article Overview	**7 POINTS** The main points of the article are identified, summarized, and presented in a manner that clearly articulated how the article addresses the success of all students and/or the concept of fairness and/or makes the material relevant to the teachers	**6-5 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 and/or the concept of fairness	**4-0 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	
Discussion Prompts and/or Discussion Questions	**4 POINTS** Prompts and/or questions scaffold providing synthesis and application of the material	**3 POINTS** Prompts and/or questions are listed but do not provide for scaffolding or synthesis of the material	**2-0 POINTS** Prompts and/or questions are poorly developed or not provided	
Presentation Time Strategy		**2 POINTS** Strategy is well organized, stays within the allotted time, and is nicely paced	**1 POINT** Strategy is loosely organized and/or fails to utilize the time schedule is not given or is not doable	

School Leadership Book Critique

The School Leadership Book Critique will be from a leadership book, specific to education, 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. Critique the book by describing its strengths and weaknesses. 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 single spaced 1-page abstract of the book to be posted within the "Assignments" area under School Leadership Book Critique Abstracts to share with the class.

The assessment criteria for the Leadership Book Critique are:

	EXEMPLARY	**ADEQUATE**	**NOT ADEQUATE**	**UNACCEPTABLE**	**25 PTS**
The main points of the book described	**4 POINTS** Main points are clearly articulated and understood	**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 confusing manner.	**0 POINTS** Main points are not addressed.	
Main points analyzed	**6-5 POINTS** Main points are thoroughly analyzed using content from the course and outside sources.	**4 POINTS** Main points are analyzed using content from the course.	**3-1 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 no course content connection	
Book Critique	**6-5 POINTS** In-depth discussion of the strengths and weaknesses of the book provided	**4 POINTS** The critique briefly addresses the strengths and weaknesses of the book	**3-1 POINTS** Strengths and weaknesses addressed but only in a cursory manner.	**0 POINTS** Critique not provided	
How book contents 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 POINTS** Book contents are applied to the principalship in a realistic manner.	**3-1 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.	
Mechanics		**3 POINTS** APA format is followed and mechanical errors do not detract from the paper.	**2-1 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.	

Educational Platform and Administrative Entry Plan

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 an educational leader.

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, 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 10-page minimum and a maximum page limit of 15 pages, not including references, for this assignment**. (Note: the exemplars had a reduced page limit.)

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. Generally, the focus for each standard is:

a. Leadership
b. Instructional Leadership
c. Management
d. Community Involvement
e. Moral Component
f. Politics

The assessment criteria for the Educational Platform and Administrative Entry Plan are:

Component	Exemplary	Adequate	Not Adequate	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.	**3-0 POINTS** APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper.	
Citations	**4 POINTS** Stated positions are supported with multiple scholarly citations with some citations coming from outside of the course	**3 POINTS** Scholarly citations are used but little if any are from outside of the course material.	**2-0 POINTS** Stated positions are minimally or not supported and contain no citations	
Address the Montana PEPP Standard- Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	**3 POINTS** The MT PEPP Standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	**2 POINTS** The MT PEPP Standard is addressed in a basic manner.	**1-0 POINTS** The MT PEPP Standard is either missing or addressed in a cursory manner.	
Address the Montana PEPP Standard- Promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff.	**3 POINTS** The MT PEPP Standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	**2 POINTS** The MT PEPP Standard is addressed in a basic manner.	**1-0 POINTS** The MT PEPP Standard is either missing or addressed in a cursory manner.	

	3 POINTS	2 POINTS	1-0 POINTS	
Address the Montana PEPP Standard- Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	**3 POINTS** The MT PEPP Standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	**2 POINTS** The MT PEPP Standard is addressed in a basic manner.	**1-0 POINTS** The MT PEPP Standard is either missing or addressed in a cursory manner.	
Address the Montana PEPP Standard- Collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources.	**3 POINTS** The MT PEPP Standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	**2 POINTS** The MT PEPP Standard is addressed in a basic manner.	**1-0 POINTS** The MT PEPP Standard is either missing or addressed in a cursory manner.	
Address the Montana PEPP Standard- Act with integrity, fairness, and in an ethical manner.	**3 POINTS** The MT PEPP Standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	**2 POINTS** The MT PEPP Standard is addressed in a basic manner.	**1-0 POINTS** The MT PEPP Standard is either missing or addressed in a cursory manner.	
Address the Montana PEPP Standard- Understand, respond to, and influencing the larger political, social, economic, legal, and cultural context.	**3 POINTS** The MT PEPP Standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	**2 POINTS** The MT PEPP Standard is addressed in a basic manner.	**1-0 POINTS** The MT PEPP Standard is either missing or addressed in a cursory manner.	
Content	**13-11 POINTS** Based upon personal beliefs/values with a synthesis and application of content from a variety of sources including course material	**10-9 POINTS** Content has a weak link to beliefs/values and does not synthesize or apply course material.	**8-0 POINTS** Content is taken directly from texts used in the course and does not demonstrate a synthesis or application of the course material.	

Appendix A
Professional Standards for Student Performance

Graduate students in the Department of Educational Leadership atthe 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 theclass

3. Demonstrate growth during the period of their graduate career

4. Demonstrate good decision making and an awareness of organizational issues from a variety ofperspectives

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 theirbackgrounds 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 itsapplication

> Failure to demonstrate the aforementioned qualities on a consistent basis may result in removal from classes and/or the Educational Leadership Program.

Appendix B
Accreditation Information

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 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:

CF1 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 apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*

CF2 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 are expected to contribute to the learning community and successfully participate in a variety of group activities.*

CF3 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. 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.*

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. 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 thequality 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 withinternational 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.

<u>Phyllis J. Washington College of Education Mission</u>
The Phyllis J. Washington College of Education 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.

<u>Educational Leadership Vision</u>
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.

<u>Educational Leadership Mission</u>
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.

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)/Council for the Accreditation of Educator Preparation (CAEP) administrator preparation Program Standards (NCATE/CAEP), developed by the Education Leaders Constituent Council (ELCC). The NCATE/CAEP/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 National

[Policy Board for Educational Administration](#).

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.

Montana Professional Educator Preparation Program Standards (PEPPS) [10.58.705](#) School Principals, 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 and:

   (i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision;

   (ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change theory, and use professional leadership behaviors including self-awareness and reflective practice;

   (iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and

   (iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaption;

   (b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain- based research for effective teaching and learning; and exhibiting genuine concern for students and:
   (i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory;

   (ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;

   (iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning;

   (iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and

    (v)   maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices andknowledge of child development;

(c)   ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of eachperson with the use of data and time management and:

    (i)   develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation ofeducation policy;

    (ii)   efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and

    (iii)   advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;

(d)   collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and:

    (i)   promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;

    (ii)   promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and

    (iii)   collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;

(e)   act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and:

    (i)   ensure a system of accountability for every student's academic, social, and emotional success;

    (ii)   model principles of self-awareness, reflective practice, transparency, and ethical behavior;

    (iii)   safeguard the values of democracy, equity, and diversity; and

    (iv)   consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;

(f)   understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our

public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocatefor children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources.

Appendix C

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