



Department of Educational Leadership 2022 Assessment Report

All areas shaded in gray are to be completed by the department/program.
This document will be posted online and must be [accessible electronically](#) (including appendices).

MISSION STATEMENT

We empower individuals to challenge the future. By:

- preparing professionals for leadership based on research of best practices
- helping individual 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.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five [Priorities for Action](#) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. **Promote** educational reform by preparing leaders to be change agents. (Priorities for Action 1,2,3 & 4)
2. **Enhance** the Educational Leadership curriculum through annual review. (Priorities for Action 1,2,3 & 4)
3. **Coordinate** with state and national leadership organizations. (Priorities for Action 1 & 4)
4. **Cultivate** partnerships with leaders in the field. (Priorities for Action 1,4 & 5)
5. **Nurture** a love of learning in our students. (Priorities for Action 1, 2,3, &4)
6. **Advocate** for student learning in every school district. (Priorities for Action 1,3 &4)

STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

Student Learning Outcomes	<Measurement Tool>	<Measurement Tool>	<Measurement Tool>	<Measurement Tool>	<Measurement Tool>
1. Application of Data Literacy	519A Appendix C	556D Component 10 Appendix D	583B Component 9 Appendix E	568B Component 2 Appendix F	520A Appendix G
2. Use of research and understanding of qualitative, quantitative and/or mixed	520A Appendix G	519A Appendix C	551F Component 3 Appendix N		

Student Learning Outcomes	<Measurement Tool>	<Measurement Tool>	<Measurement Tool>	<Measurement Tool>	<Measurement Tool>
methods research methodologies					
3. Employment of data analysis and evidence to develop supportive school environments	519A Appendix C				
4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	559A Appendix H	556D Appendix D	567B Appendix J	502B Component 5 Appendix K	
5. Supporting appropriate applications of technology for their field of specialization	583B Appendix E	559A Component 12 Appendix H	556D Appendix D	568B Components 10&11 Appendix F	
6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	559A Component 10 Appendix H	653L Components 6&8 Appendix I	550B Component 2 Appendix L	568B Component 9 Appendix F	554C Components 2,3&5 Appendix M
7.					

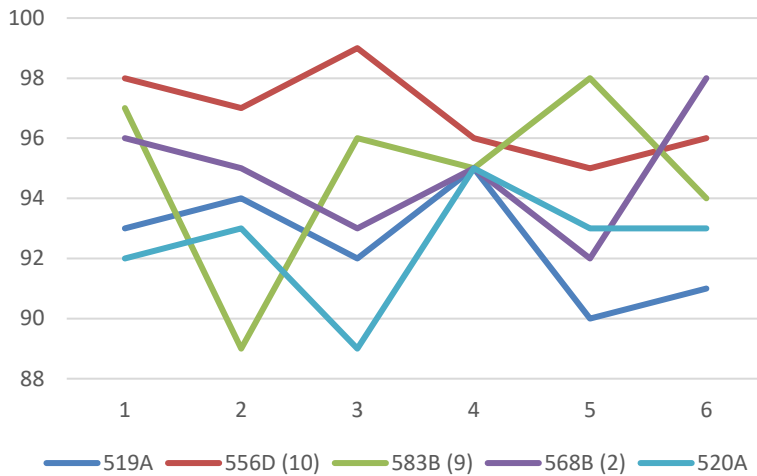
RESULTS and MODIFICATIONS

Student Learning Outcomes results

Note – red indicates the number of students in the given category when n<10.

AI – American Indian, H - Hispanic

Application of Data Literacy



Modifications: We freely allowed leaves of absence. While consistently scoring within acceptable limits, a decrease in semester 2 and 3 can be correlated to the pandemic years. It is speculated, the additional pressure placed on our students in their work environment was a contributing factor.

Application of data Literacy

	sem	1	2	3	4	5	6
519A	All	93	94	92	95	90	91
556D (10)	All	98	97	99	96	95	96
583B (9)	All	97	89	96	95	98	94
568B (2)	All	96	95	93	95	92	98
520A	All	92	93	89	95	93	93

Applications of data

literacy;

	FY20	FY21
All	94.5	94
Male	94.2	93.5
Female	94.7	94.3
AI	4	4
H	1	1
M.Ed.	94.3	94.1
Male	94.0	94.1
Female	94.7	95.1
AI	3	3
Principal	95.8	95.3
Male	95.1	95.4
Female	95.8	95.2
AI	1	1
H	1	0
Supt	99.67	100
Male	2	1
Female	1	1

Student Learning Outcomes results

Note – red indicates the number of students in the given category when n<10.

AI – American Indian, H - Hispanic



Modifications: None. As similar decline was identified in semester 3.

Research

	sem	1	2	3	4	5	6
520A	All	92	93	89	95	93	93
519A	All	93	94	92	95	90	91
551F (3)	All	94	97	93	98	93	92

• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;

	FY20	FY21
All	93.7	92.0
Male	92.3	91.0
Female	94.5	92.3
AI	4	4
H	1	1
M.Ed.	93.7	92.0
Male	92.9	92.2
Female	95.1	91.9
AI	3	1
Principal	100.00	100.00
Male	5	8
Female	100	100
AI	1	0
H	0	1
Supt	NA	NA
Male		
Female		

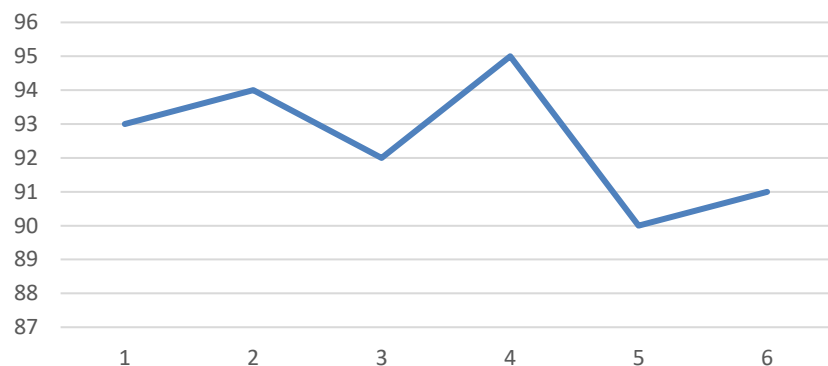
Student Learning Outcomes results

Note – **red** indicates the number of students in the given category when n<10.

AI – American Indian, H - Hispanic

AI

Data Analysis



Modifications: Following semester 5 and 6, the course was reassigned from an adjunct to graduate assistant who worked closely with faculty.

Data Analysis

	sem	1	2	3	4	5	6
519A	All	93	94	92	95	90	91

• **Employment of data analysis**

and evidence to develop

supportive school environments;

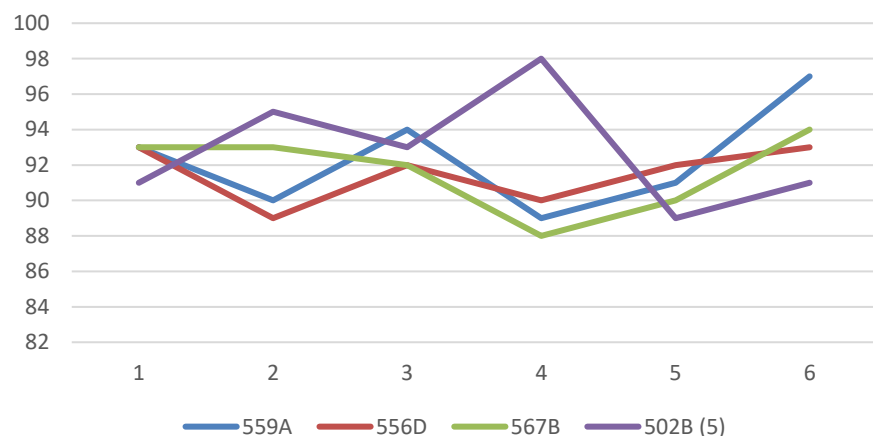
	FY20	FY21
All	93.5	91.4
Male	93.6	91.3
Female	93.5	91.5
AI	2	1
M.Ed.	93.5	91.4
Male	93.6	91.3
Female	91.5	91
AI	2	1

Student Learning Outcomes results

Note – red indicates the number of students in the given category when n<10.

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Collaborative Activities



Modifications: None

Collaborative Activities

	sem	1	2	3	4	5	6
559A	All	93	90	94	89	91	97
556D	All	93	89	92	90	92	93
567B	All	93	93	92	88	90	94
502B (5)	All	91	95	93	98	89	91

• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;

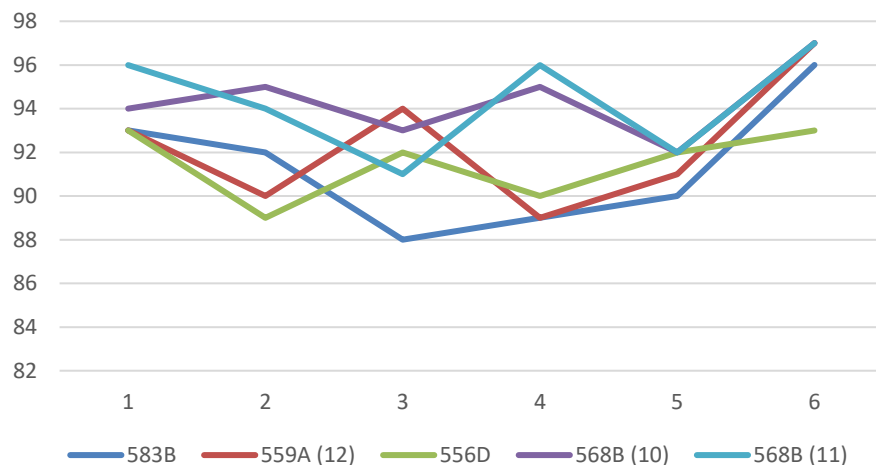
	FY20	FY21
All	92.3	92.1
Male	92.1	93
Female	92.4	91.8
AI	2	2
H	0	1
M.Ed.	93.3	91.7
Male	93.3	91.9
Female	93.2	91.5
AI	2	3
Principal	90.8	92.8
Male	90.6	92
Female	91	93.1
AI	1	1
H	0	1
Supt	99.67	100
Male	2	1
Female	1	1

Student Learning Outcomes results

Note – red indicates the number of students in the given category when n<10.

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Technology



Modifications: While the scores stay consistently high, component 11 of assessment 583B saw a steep decline in semesters 2 & 3. As a result, the department has changed the approach of giving equal weight to all components of the outcome. In the curriculum revision currently underway to address the new state standards, weighting will be applied to the assessment components of the standard and outcome.

Technology

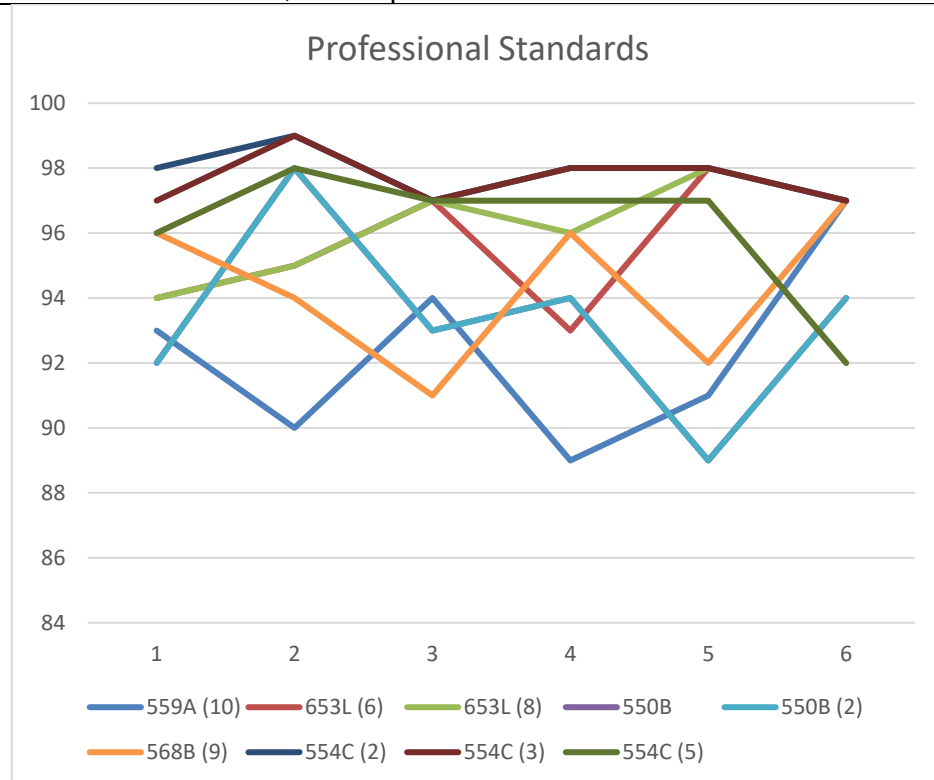
	sem	1	2	3	4	5	6
583B	All	93	92	88	89	90	96
559A (12)	All	93	90	94	89	91	97
556D	All	93	89	92	90	92	93
568B (10)	All	94	95	93	95	92	97
568B (11)	All	96	94	91	96	92	97

• Supporting appropriate applications of technology for their field of specialization;

	FY20	FY21
All	91.7	93.7
Male	91.7	92.5
Female	91.8	94.1
AI	4	4
H	1	1
M.Ed.	90.9	93.7
Male	88.6	93
Female	91.7	94.1
AI	3	3
Principal	92.5	93.9
Male	92.1	93.1
Female	92.6	94.3
AI	1	1
H	1	0
Supt	99.67	100
Male	2	1
Female	1	1

Student Learning Outcomes results

Note – red indicates the number of students in the given category when n<10.
AI – American Indian, H - Hispanic



Modifications: None.

Professional Standards

	sem	1	2	3	4	5	6
559A (10)	All	93	90	94	89	91	97
653L (6)	All	94	95	97	93	98	
653L (8)	All	94	95	97	96	98	
550B	All	92	98	93	94	89	94
550B (2)	All	92	98	93	94	89	94
568B (9)	All	96	94	91	96	92	97
554C (2)	All	98	99	97	98	98	97
554C (3)	All	97	99	97	98	98	97
554C (5)	All	96	98	97	97	97	92

• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

	FY20	FY21
All	95.1	94.8
Male	95	95.1
Female	95.1	94.7
AI	4	4
H	1	1
M.Ed.	94.9	94.4
Male	94.7	94.6
Female	95	94.1

Student Learning Outcomes results

Note – **red** indicates the number of students in the given category when n<10.

AI – American Indian, H - Hispanic

AI	3	3
Principal	95.5	95.2
Male	95.2	95.1
Female	95.6	95.2
AI	1	1
H	1	1
Supt	97.0	96.4
Male	5	2
Female	5	4

FUTURE PLANS FOR CONTINUED ASSESSMENT

The state of Montana is in the process of adopting a Montana version of the National Educational Leadership Preparation (NELP) Standards (Appendix O). In addition, the College of Education is now accredited by the Council for the Accreditation of Educator Preparation (CAEP). While the Department of Educational Leadership was moving forward with a significant curriculum revision, a steep decrease in the number of fulltime faculty, combined with the change in standards, has led to a restart of the previous curriculum work. In compliance with CAEP standards, an Educational Leadership Advisory Council has been formed consisting of educational leaders from across the state of Montana. These twelve individuals are assisting the department with curriculum development including course outcomes and assessments. The council will work with the department to validate the new assessments which are being developed.

APPENDICIES

1. (A) List of Course Names
2. (B) List of Assessments
3. (C) Assessment 519A (Data Driven Decision Making on national/state/local level)
4. (D) Assessment 556D (Budget for a Hypothetical School District)
5. (E) Assessment 583B (Strategic Plan for Technology)
6. (F) Assessment 568B (Curriculum for the Future)
7. (G) Assessment 520A (Critique of Quantitative Study)
8. (H) Assessment 559A (Comprehensive Public Relations Plan)
9. (I) Assessment 653L (Comprehensive Human Resources Plan)
10. (J) Assessment 567B (Design and Coordinate a Faculty Meeting on Instructional Leadership)
11. (K) Assessment 502B (Educational Philosophy)
12. (L) Assessment 550B (Code of Ethics)
13. (M) Assessment 554C (Five Areas of School Law)
14. (N) Assessment 551F (Curriculum Leadership Theory)
15. (O) National Educational Leadership Preparation (NELP) Standards.

Appendix A

Course Names

Administrator Preparation Related to Standards

EDLD502 – Philosophy of Education
EDLD512 – Educational Futures
EDLD519 – Measurement and Analysis of Educational Data
EDLD520 – Research Methods
EDLD550 – Foundations of Educational Leadership
EDLD551 – Foundations of Curriculum Leadership
EDLD552 – Supervision and Evaluation
EDLD554 – School Law
EDLD556 – School Finance
EDLD559 – Public Relations for Principals
EDLD567 – K-12 Leadership
EDLD568 – K-12 Curriculum
EDLD583 – Strategic Planning for Technology
EDLD653 – School Personnel Administration

Other Course Names

Superintendent

EDLD 656 Economics of Education
EDLD 657 Facilities
EDLD 658 PR for Superintendents

Research Core

EDLD 486 Statistics
EDLD 597 Research
EDLD 618 Educational Statistics
EDLD 620 Qualitative Research
EDLD 625 Quantitative Research
EDLD 697 Advanced Research
EDLD 699 Dissertation

Higher Ed Supporting Area

EDLD 540 Higher Education Finance
EDLD 542 College Student
EDLD 544 College Curriculum
EDLD 546 Federal/State Higher Education Policy
EDLD 660 Adult Continuing Education
EDLD 662 History of Higher Education
EDLD 664 Community College
EDLD 667 American College Professor
EDLD 668 College and University Administration
EDLD 694 Higher Education Law

International Educational Leadership

EDLD 670	Best Practices in International Programs Leadership
EDLD 672	International Program Development in Higher Education
EDLD 673	Leadership Across Cultures
EDLD 675	Internship in International Education Leadership
EDLD 677	Globalization in Education
EDLD 678	Cultural Proficiency
EDLD 679	Linguistic Diversity
EDLD 680	Politics of International Education
EDLD 681	Comparative International Education
EDLD 682	Cross-Cultural Competence
EDLD 683	International Student Perspective

Appendix B

Master List of Assessments

Green = Benchmark and required assignment

Red = required by any professor who teaches the class

502	A	Papers on philosophies
*	B	Personal Philosophy
512*	A	Forecasts
	B	Application Paper from media
*	C	Future related book or film analysis & application of concepts
	D	Time Machine & 20,000 Leagues
	E	Quizzes
519*	A	DDDM on national/state/local level
*	B	Applying informed decision making/data driven (paper)
	C	Daily quizzes
*	D	Critique of data analysis
	E	Case study with stats (ch3)
520RB	A	Critique a quantitative study
	B	Content test
RB	C	Develop a research proposal
P/F	D	IRB course assessment
550RB	A	Case study reflective response
RB	B	Code of ethics
	C	Innerlife papers
	D	Self evaluations
	E	Reflective journal
RB	F	Leadership Definition
551	A	Book Critique
*	B	Personal philosophy of curriculum leadership
	C	Case Study Solution
	D	Quizzes
	E	Paper: Curriculum needs of local school
*	F	Curriculum leadership theory paper
552RB	A	Personnel behavior documentation
RB	B	Developmental supervision plan
554*	A	Assessment of understanding of critical court cases
	B	Group scenario work
RJ	C	Comprehensive application of cases in 5 areas of law
556	A	Memos to school board
	B	Develop components of budget

	C	Budget presentation
*	D	Budget for a hypothetical school district
559RF	A	Comprehensive Public Relations Plan
	B	Press release
	C	Brochure
	D	Definition of PR
	E	Biography
	F	Current understanding of demographics
	G	Sociological inventory
	H	Identify internal and external publics
	I	Dissatisfaction theory paper
	J	Legal and ethical aspects of PR
	K	Photo essay of wounded leader
	L	Radio ad
	M	TV spot
	N	Crisis paper
	O	Interview a Board member
	P	Presentation (live or video) of problem and solution
567	A	Monthly calendar activities
RB	B	Design and coordinate a faculty meeting on instructional leadership
	C	Article response on Principalship
RB	D	Educational Platform
RB	E	Book review/critique on leadership
568	A	Philosophy of Curriculum
RF	B	Curriculum for the future
	C	Paper on contemporary Curriculum
583	A	Podcast papers
RF	B	Comprehensive strategic plan for technology
	C	Case studies
	D	seminar on question content
	E	Innovation presentations (2)
653	A	Mission & Vision statement
	B	Foundational Documents implications
	C	Job description
	D	Recruitment Brochure
	E	Position Announcement
	F	Screening Criteria
	G	Interview questions
	H	Induction Plan
	I	Plan of Improvement

- J Collective v Collaborative Bargaining
- K Calculate & explain 26YEP
- L Comprehensive HR plan
- M Ethics paper
- N Trends in staff development paper

Appendix C

EDLD519 519A	Student ID	Term		
Component	Exemplary 18-20 points	Acceptable 14-17 points	On-line/Face-to-face/Hybrid Unacceptable 0-13 points	Score
Analyze and Apply the Knowledge and Understanding	The student clearly exhibits outstanding ability to articulate a school-wide plan analyzing and applying the appropriate data-driven practices to improve educational outcomes.	The student exhibits ability to articulate a school-wide plan analyzing and applying the appropriate data-driven practices to improve educational outcomes.	The student does not adequately exhibit ability to articulate a school-wide plan analyzing and applying the appropriate data-driven practices to improve educational outcomes.	
Creative Thinking	The student is highly adept at creatively articulating the process of decision-making with data on a particularly complex educational issue. The student enthusiastically attempts original and appropriate ways, methods or strategies of approaching the complex ideas, monitors the progress, and evaluates the success based on their deep understanding of his/her discipline. The student clearly goes beyond what is known and stretches in new directions.	The student is adept at creatively articulating the process of decision-making with data on a particularly complex educational issue. The student attempts new ways, methods or strategies of approaching the complex ideas, monitors the progress, and evaluates the success. The student goes beyond what is known and stretches in new directions.	The student is not adept at creatively articulating the process of decision-making with data on a particularly complex educational issue. The student does not attempt new ways, methods or strategies of approaching the complex ideas, monitors the progress, and evaluates the success. The student does not go beyond what is known and stretches in new directions.	
Montana PEPPS: 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	The student clearly articulates a well developed improvement plan (using the format of Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions.	The student clearly articulates an improvement plan (using the format of Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions.	The student fails to articulate an improvement plan (using the format of Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions.	
Montana PEPPS: Promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students	The student demonstrates an impressive depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and learning.	The student demonstrates a depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and learning.	The student fails to demonstrate an impressive depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and learning.	
Format	The student includes and properly identifies all nine chapters (aligned to the corresponding chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. Further, the student demonstrates understanding on statistics.	The student includes all nine chapters and appendices. The student includes and explains visuals such as charts, graphs, and tables. Further, the student demonstrates understanding on statistics.	The student includes the nine chapters and appendices. The student fails to include and explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate understanding on statistics.	
Mechanics	The student follows APA format.	The student follows APA format and mechanical errors do not detract from the paper.	The student partially follows APA format and mechanical errors are minimal.	
Total Score				0

EDLD519	Student ID		Term	
519A			On-line/Face-to-face/Hybrid	
Component	Exemplary	Acceptable	Unacceptable	Score
	<u>18-20 points</u>	<u>14-17 points</u>	<u>0-13 points</u>	
Analyze and Apply the Knowledge and Understanding	The student clearly exhibits outstanding ability to articulate a school-wide plan analyzing and applying the appropriate data-driven practices to improve educational outcomes.	The student exhibits ability to articulate a school-wide plan analyzing and applying the appropriate data-driven practices to improve educational outcomes.	The student does not adequately exhibit ability to articulate a school-wide plan analyzing and applying the appropriate data-driven practices to improve educational outcomes.	
	<u>18-20 points</u>	<u>14-17 points</u>	<u>0-13 points</u>	
Creative Thinking	The student is highly adept at creatively articulating the process of decision-making with data on a particularly complex educational issue. The student enthusiastically attempts original and appropriate ways, methods or strategies of approaching the complex ideas, monitors the progress, and evaluates the success based on their deep understanding of his/her discipline. The student clearly goes beyond what is known and stretches in new directions.	The student is adept at creatively articulating the process of decision-making with data on a particularly complex educational issue. The student attempts new ways, methods or strategies of approaching the complex ideas, monitors the progress, and evaluates the success. The student goes beyond what is known and stretches in new directions.	The student is not adept at creatively articulating the process of decision-making with data on a particularly complex educational issue. The student does not attempt new ways, methods or strategies of approaching the complex ideas, monitors the progress, and evaluates the success. The student does not go beyond what is known and stretches in new directions.	
	<u>18-20 points</u>	<u>14-17 points</u>	<u>0-13 points</u>	

Montana PEPPS: 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	The student clearly articulates a well developed improvement plan (using the format of Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions.	The student clearly articulates an improvement plan (using the format of Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions.	The student fails to articulate an improvement plan (using the format of Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions.	
	<u>18-20 points</u>	<u>14-17 points</u>	<u>0-13 points</u>	
Montana PEPPS: Promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students	The student demonstrates an impressive depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and learning.	The student demonstrates a depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and learning.	The student fails to demonstrate an impressive depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and learning.	
	<u>18-20 points</u>	<u>14-17 points</u>	<u>0-13 points</u>	
Format	The student includes and properly identifies all nine chapters (aligned to the corresponding chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. Further, the student	The student includes all nine chapters and appendices. The student includes and explains visuals such as charts, graphs, and tables. Further, the student demonstrates understanding on statistics.	The student includes the nine chapters and appendices. The student fails to include and explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate understanding on statistics.	

	demonstrates understanding on statistics.			
	<u>18-20 points</u>	<u>14-17 points</u>	<u>0-13 points</u>	
Mechanics	The student follows APA format.	The student follows APA format and mechanical errors do not detract from the paper.	The student partially follows APA format and mechanical errors are minimal.	
			<u>Total Score</u>	0

Appendix D

EDLD556	Student ID		Term	
556D			On-line/Face-to-face/Hybrid	
Component	Unacceptable	Adequate	Excellent	Score
	<u>0-3 Point</u>	<u>4-5 points</u>	<u>6 Points</u>	
Budget Statement	Poorly written or lacks sufficient detail to be useful to the reader.	Well written with sufficient detail to be useful to the reader.	Very well written and provides a unique perspective for the reader to consider.	
	<u>0-3 Point</u>	<u>4-5 points</u>	<u>6 Points</u>	
Description of District	Poorly written or lacks sufficient detail to be useful to the reader.	Well written with sufficient detail to be useful to the reader.	Very well written and provides a unique perspective for the reader to consider.	
	<u>0-3 Point</u>	<u>4-5 points</u>	<u>6 Points</u>	
Mission Statement of District	Poorly written or lacks sufficient detail to be useful to the reader.	Well written with sufficient detail to be useful to the reader.	Very well written and provides a unique perspective for the reader to consider.	
Enrollment	Unacceptable	Acceptable		
	Unacceptable	Acceptable		
Salary schedules	Unacceptable	Acceptable		
Staff Lists	Unacceptable	Acceptable		
Revenue Budget – General Fund	Unacceptable	Acceptable		
Transportation Fund	Unacceptable	Acceptable		
Retirement Fund	Unacceptable	Acceptable		
	<u>0-16 Points</u>	<u>17 - 23 Points</u>	<u>24 - 25 Points</u>	
Expenditure Budget – General Fund	Does not balance or lacks sufficient planning for school district programs.	Balances with revenue budget and demonstrates understanding of resources needed for a successful school year.	Shows outstanding planning and distribution of resources.	
	<u>0-3 Point</u>	<u>4-5 points</u>	<u>6 - 7 Points</u>	
Summary and Future Considerations	Poorly written or lacks sufficient detail to be useful to the reader.	Well written with sufficient detail to be useful to the reader.	Very well written and provides a unique perspective for the reader to consider.	
			Total Score	0

Accessible Version

EDLD556	Student ID		Term	
556D			On-line/Face-to-face/Hybrid	
Component	Unacceptable	Adequate	Excellent	Score
	<u>0-3 Point</u>	<u>4-5 points</u>	<u>6 Points</u>	
Budget Statement	Poorly written or lacks sufficient detail to be useful to the reader.	Well written with sufficient detail to be useful to the reader.	Very well written and provides a unique perspective for the reader to consider.	
	<u>0-3 Point</u>	<u>4-5 points</u>	<u>6 Points</u>	
Description of District	Poorly written or lacks sufficient detail to be useful to the reader.	Well written with sufficient detail to be useful to the reader.	Very well written and provides a unique perspective for the reader to consider.	
	<u>0-3 Point</u>	<u>4-5 points</u>	<u>6 Points</u>	
Mission Statement of District	Poorly written or lacks sufficient detail	Well written with sufficient detail to be useful to the reader.	Very well written and provides a unique perspective for the reader to consider.	

	to be useful to the reader.			
	Unacceptable	Acceptable		
Enrollment				
	Unacceptable	Acceptable		
Salary schedules				
	Unacceptable	Acceptable		
Staff Lists				
	Unacceptable	Acceptable		
Revenue Budget – General Fund				
	Unacceptable	Acceptable		
Transportation Fund				
	Unacceptable	Acceptable		
Retirement Fund				
	<u>0-16 Points</u>	<u>17 - 23 Points</u>	<u>24 - 25 Points</u>	
Expenditure Budget – General Fund	Does not balance or lacks sufficient planning for school district programs.	Balances with revenue budget and demonstrates understanding of resources needed for a successful school year.	Shows outstanding planning and distribution of resources.	
	<u>0-3 Point</u>	<u>4-5 points</u>	<u>6 - 7 Points</u>	
Summary and Future Considerations	Poorly written or lacks sufficient detail to be useful to the reader.	Well written with sufficient detail to be useful to the reader.	Very well written and provides a unique perspective for the reader to consider.	
			<u>Total Score</u>	0

Appendix E

EDLD583 583B	Student ID		Term	
Component	Excellent	Acceptable	On-line/Face-to-face/Hybrid Unacceptable	0 Score
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Mission/Vision of Institution or District	Address Mission and vision of the school/district	Address Mission and vision of the school/district	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Mission/Vision for Tech	well-articulated purpose for the plan and introductory remarks about tech including vision and mission for Tech	Addresses the plan and introductory remarks about tech including vision and mission for Tech	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Goals, Objectives, Strategies	well-articulated purpose for the plan about district/school tech needs assessment, goals, objectives	Addresses the purpose for the plan and about district/school tech needs assessment, goals, objectives	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Communication (Internal & External-Stakeholders)	Comprehensive Process to recognize, utilize, and collaborate with the community to include the internal and external publics	Addresses a process to recognize, utilize, and collaborate with the community to include the internal and external publics	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Equity: Special needs, assistive technology, differentiation	Comprehensive plan to address equity	Address equity	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Technology and Curriculum	Comprehensively addresses curriculum & Tech	Addresses curriculum & Tech	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Change and Readiness of the Institution	Comprehensively Includes change and readiness	Includes change and readiness	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Professional Development	Comprehensively Includes professional Development	Includes professional Development	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Initial Assessment of environment and cyclical refinement	Well-articulated Initial assessment of environment and cyclical refinement	Includes Initial assessment of environment and cyclical refinement	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Hardware and software competency and needs	Plans for hardware and software competency and needs	Includes hardware and software competency and needs	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Technology Committee	Well-articulated Technology Committee	Included Technology Committee	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Plan to incorporate new additions & abandon/ antiquated. Plan for life cycles.	Well-articulated plan for life cycles. Includes recycling.	Includes plan for life cycles.	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Plan for financial support of tech	Well-articulated plan for financial support of tech	Includes plan for financial support of tech	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Evaluation of the Plan	Well-articulated evaluation of the plan	Includes evaluation of the plan	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Computer Use Policy	Articulated Computer Use Policy	Included Computer Use Policy	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Law recognition	Demonstrates understanding Law recognition	Includes the recognition of legal aspects	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Benchmarks if they apply	Has a plan to meet discipline/state/federal benchmarks	Includes the need to meet discipline/state/federal benchmarks	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Current Trends	Articulated current trends and their impact on the district/school	Includes Trends	Not included/tangentially addressed	
			Total Score	0

Accessible Version

EDLD583	Student ID		Term	
583B			On-line/Face-to-face/Hybrid	O
Component	Excellent	Acceptable	Unacceptable	Score
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Mission/Vision of Institution or District	Address Mission and vision of the school/district	Address Mission and vision of the school/district	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Mission/Vision for Tech	Well-articulated purpose for the plan and introductory remarks about tech including vision and mission for Tech	Addresses the plan and introductory remarks about tech including vision and mission for Tech	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Goals, Objectives, Strategies	Well-articulated purpose for the plan about district/school tech needs assessment, goals, objectives	Addresses the purpose for the plan and about district/school tech needs assessment, goals, objectives	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	

Communication (internal & External-Stakeholders)	Comprehensive Process to recognize, utilize, and collaborate with the community to include the internal and external publics	Addresses a process to recognize, utilize, and collaborate with the community to include the internal and external publics	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Equity: Special needs, assistive technology, differentiation	Comprehensive plan to address equity	Address equity	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Technology and Curriculum	Comprehensively addresses curriculum & Tech	Addresses curriculum & Tech	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Change and Readiness of the Institution	Comprehensively Includes change and readiness	Includes change and readiness	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Professional Development	Comprehensively Includes professional Development	Includes professional Development	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Initial Assessment of environment and cyclical refinement	Well-articulated Initial assessment of environment	Includes Initial assessment of environment and	Not included/tangentially addressed	

	ent and cyclical refineme nt	cyclical refinement		
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Hardware and software competency and needs	Plans for hardware and software compete ncy and needs	Includes hardware and software competenc y and needs	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Technology Committee	Well-articulate d Technolo gy Committe e	Included Technolog y Committee	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Plan to incorporate new additions & abandon/ antiquated. Plan for life cycles.	Well-articulate d plan for life cycles. Includes recycling.	Includes plan for life cycles.	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Plan for financial support of tech	Well-articulate d plan for financial support of tech	Includes plan for financial support of tech	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Evaluation of the Plan	Well-articulate d evaluatio n of the plan	Includes evaluation of the plan	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Computer Use Policy	Articulate d Computer Use Policy	Included Computer Use Policy	Not included/tangentially addressed	
	<u>4-5 Points</u>	<u>2-3 points</u>	<u>0-1 Point</u>	
Law recognition	Demonstr ates understa	Includes the recognitio	Not included/tangentially addressed	

	nding Law recogniti on	n of legal aspects		
	4-5 Points	2-3 points	0-1 Point	
Benchmarks if they apply	Has a plan to meet discipline /state/fe deral benchma rks	Includes the need to meet discipline/ state/fede ral benchmark s	Not included/tangentially addressed	
	4-5 Points	2-3 points	0-1 Point	
Current Trends	Articulate d current trends and their impact on the district/sc hool	Includes Trends	Not included/tangentially addressed	
			<u>Total Score</u>	0

Appendix F

EDLD568 568B	Student ID		Term
Component	Excellent to Exemplary 160-200 points	Good to Adequate 120-159	On-line/Face-to-face/Hybrid
	Unacceptable 0-119		Score
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>
Introduction	Has an informative introduction that articulates the curriculum	Has an introduction that articulates the curriculum	Not included
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>
Preparation and change for the community is considered	Includes comprehensive preparations that will be made to include the internal and external publics in the processes	Includes tangentially the preparations that will be made to include the internal and external publics in the processes	Not included or minimally addressed
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>
A Specific curriculum is identified	Identifies specifically the curriculum that they are addressing	Includes tangentially the curriculum that they are addressing	Not included or minimally addressed
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>
Addresses the State and National (if any) Curriculum Guidelines/Benchmarks	Includes the State and National (if any) Curriculum Guidelines/ Benchmarks	Includes tangentially the State and National (if any) Curriculum Guidelines/ Benchmarks	Not included
	<u>16-20 Points</u>	<u>12-15 Points</u>	<u>0-11 Points</u>
A look at more than one future option	Includes more than one option for the future projection	Includes tangentially more than one option for the future projection	Not included or minimally addressed
	<u>20-25 Points</u>	<u>15-19 Points</u>	<u>0-14 Points</u>
Support for inclusion of content areas with citations from the text and other resources	Includes citations from the text and other resources to support the inclusion of an area.	Includes only a few citations from the text and other resources to support the inclusion of an area.	Not included or minimally addressed
	<u>20-25 Points</u>	<u>15-19 Points</u>	<u>0-14 Points</u>
Support for exclusion of content areas from the text and other resources	Includes citations from the text and other resources to support the exclusion of an area.	Includes only a few citations from the text and other resources to support the exclusion of an area.	Not included or minimally addressed
	<u>16-20 Points</u>	<u>12-15 Points</u>	<u>0-11 Points</u>
Diversity is addressed	Includes some information on the diversity of a class and how to accommodate	Includes only tangentially information on the diversity of a class and how to accommodate	Not included or minimally addressed
	<u>16-20 Points</u>	<u>12-15 Points</u>	<u>0-11 Points</u>
Differentiated instruction is addressed	Includes some information on how to differentiate the content	Includes only tangentially information on how to differentiate the content	Not included or minimally addressed
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>
Digital-age is included	Includes knowledge of how the digital age will affect this curriculum	Includes only tangentially information on how the digital age will affect this curriculum	Not included or minimally addressed
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>
Technology as integrated into the curriculum is addressed	If Technology will be integrated to enhance the curriculum	Includes only tangential information on how or if technology will be integrated to enhance the curriculum	Not included or minimally addressed
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>
Humanistic components are included	Recognizes that the participants are human and how to establish relationships.	Includes only tangential information on the participants humanity and how to establish relationships	Not included or minimally addressed
			Total Score
			0

Accessible Version

EDLD568	Student ID		Term	
568B			On-line/Face-to-face/Hybrid	
Component	Excellent to Exemplary 160-200 points	Good to Adequate 120-159	Unacceptable 0-119	Score
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Introduction	Has an informative introduction that articulates the curriculum	Has an introduction that articulates the curriculum	Not included	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Preparation and change for the community is considered	Includes comprehensive preparations that will be made to include the internal and external publics in the processes	Includes tangentially the preparations that will be made to include the internal and external publics in the processes	Not included or minimally addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
A Specific curriculum in identified	Identifies specifically the curriculum that they are addressing	Includes tangentially the curriculum that they are addressing	Not included or minimally addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Addresses the State and National (if any) Curriculum Guidelines/Benchmarks	Includes the State and National (if any) Curriculum Guidelines/ Benchmarks	Includes tangentially the State and National (if any) Curriculum Guidelines/ Benchmarks	Not included	
	<u>16-20 Points</u>	<u>12-15 Points</u>	<u>0-11 Points</u>	
A look at more than one future option	Includes more than one option for the future projection	Includes tangentially more than one option for the future projection	Not included or minimally addressed	
	<u>20-25 Points</u>	<u>15-19 Points</u>	<u>0-14 Points</u>	
Support for inclusion of content areas with citations from the text and other resources	Includes citations from the text and other resources to support the inclusion of an area.	Includes only a few citations from the text and other resources to support the inclusion of an area.	Not included or minimally addressed	

	<u>20-25 Points</u>	<u>15-19 Points</u>	<u>0-14 Points</u>	
Support for exclusion of content areas from the text and other resources	Includes citations from the text and other resources to support the exclusion of an area.	Includes only a few citations from the text and other resources to support the exclusion of an area.	Not included or minimally addressed	
	<u>16-20 Points</u>	<u>12-15 Points</u>	<u>0-11 Points</u>	
Diversity is addressed	Includes some information on the diversity of a class and how to accommodate	Includes only tangentially information on the diversity of a class and how to accommodate	Not included or minimally addressed	
	<u>16-20 Points</u>	<u>12-15 Points</u>	<u>0-11 Points</u>	
Differentiated instruction is addressed	Includes some information on how to differentiate the content	Includes only tangential information on how to differentiate the content	Not included or minimally addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Digital-age is included	Includes knowledge of how the digital age will affect this curriculum	Includes only tangential information on how the digital age will affect this curriculum	Not included or minimally addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Technology as integrated into the curriculum is addressed	If Technology will be integrated to enhance the curriculum	Includes only tangential information on how or if technology will be integrated to enhance the curriculum	Not included or minimally addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Humanistic components are included	Recognizes that the participants are human and how to establish relationships.	Includes only tangential information on the participants humanity and how to establish relationships	Not included or minimally addressed	
			<u>Total Score</u>	0

Appendix G

EDLD520	Student ID		Term	
520A			On-line/Face-to-face/Hybrid	0
Component	Adequate	Not Adequate	Unacceptable	Score
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Problem & Purpose	Demonstrates a thorough understanding as it applies to the study	Does not demonstrates a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Hypothesis	Demonstrates a thorough understanding as it applies to the study	Does not demonstrates a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Review of Literature	Demonstrates a thorough understanding as it applies to the study	Does not demonstrates a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Methodology	Demonstrates a thorough understanding as it applies to the study	Does not demonstrates a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Sample & Generalizability	Demonstrates a thorough understanding as it applies to the study	Does not demonstrates a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Results & Discussion	Demonstrates a thorough understanding as it applies to the study	Does not demonstrates a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
References	Demonstrates a thorough understanding as it applies to the study	Does not demonstrates a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
General Analysis	Demonstrates a thorough understanding as it applies to the study	Does not demonstrates a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Mechanics/APA	Very few mechanical errors that do not detract from the paper. Follows APA style, especially regarding citations	A few mechanical errors that detract from the paper. APA is somewhat followed with a consistency of format.	Mechanical errors detract from the paper. APA is not followed nor is there consistency of format.	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Article Areas Labeled	Article is provided and critiqued areas easily identified and labeled	Article is provided but it is difficult to identify the critiqued areas	Article is not provided or is provided with no areas identified	
			Total Score	0

Accessible Version

EDLD520	Student ID		Term	
520A			On-line/Face-to-face/Hybrid	0
Component	Adequate	Not Adequate	Unacceptable	Score
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Problem & Purpose	Demonstrates a thorough understanding as it applies to the study	Does not demonstrates a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Hypothesis	Demonstrates a thorough understanding as it applies to the study	Does not demonstrates a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	

Review of Literature	Demonstrates a thorough understanding as it applies to the study	Does not demonstrate a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Methodology	Demonstrates a thorough understanding as it applies to the study	Does not demonstrate a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Sample & Generalizability	Demonstrates a thorough understanding as it applies to the study	Does not demonstrate a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Results & Discussion	Demonstrates a thorough understanding as it applies to the study	Does not demonstrate a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
References	Demonstrates a thorough understanding as it applies to the study	Does not demonstrate a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
General Analysis	Demonstrates a thorough understanding as it applies to the study	Does not demonstrate a thorough understanding as it applies to the study	Criteria not evaluated	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Mechanics/APA	Very few mechanical errors that do not detract from the paper. Follows APA style, especially regarding citations	A few mechanical errors that detract from the paper. APA is somewhat followed with a consistency of format.	Mechanical errors detract from the paper. APA is not followed nor is there consistency of format.	
	<u>2 Points</u>	<u>1 Point</u>	<u>0 Points</u>	
Article Areas Labeled	Article is provided and critiqued areas easily identified and labeled	Article is provided but it is difficult to identify the critiqued areas	Article is not provided or is provided with no areas identified	

Appendix H

EDLD559 559A	Student ID	Term	O	
Component	Excellent to Exemplary 160-200 points <u>9-10 Point</u>	Good to Adequate 120-159 <u>7-8 points</u>	Unacceptable 0-119 <u>0-6 Points</u>	Score
Preparatory Needs Assessment Introduction to prepare the reader for the plan and introduces the purposes of PR plan	Well-articulated purpose for the plan and introductory remarks about PR including the needs assessment	Briefly addresses the purpose for the plan and introductory remarks about PR including the needs assessment	Not included	
	<u>9-10 Point</u> Comprehensive articulation of the process to inform, introduce, collaborate with the community to include the internal and external publics. Articulates the trends and shows the voice of the community is heard and considered.	<u>7-8 points</u>	<u>0-6 Points</u>	
Preparing for the change and the process for implementation in the community: Listen for the trends and what does the community want for the future		Includes tangentially articulation of the process to inform, introduce, collaborate with the community include the internal and external publics in the processes. Articulates the trends and shows the voice of the community is heard and considered.	Not included or minimally addressed	
	<u>9-10 Point</u>	<u>7-8 points</u>	<u>0-6 Points</u>	
Mission and Vision of the Institution and the vision for the PR plan is articulated. Developing Message and the theme or branding.	Comprehensive look at Mission and Vision of the Institution, and the vision for the PR plan Developing Message and the theme or branding.	Includes tangentially the Mission and Vision of the Institution and the vision for the PR Developing Message and the theme or branding.	Not included or minimally addressed	
	<u>13-15 Point</u> Comprehensive Process to recognize, utilize, and collaborate with the community to include the internal and external publics	<u>11-12 points</u>	<u>0-10 Points</u>	
Recognizes and Specifies the Internal and External Public in the school/district		Includes tangentially a process to recognize, utilize, and collaborate with the community to include the internal and external publics	Not included or minimally addressed	
	<u>28-35 Point</u>	<u>25-27 points</u>	<u>0-24 Points</u>	
Changes in Society Retirees, Poverty, Demographics etc. Includes the Sociological Inventory Changes in Society Retirees, Poverty, Demographics etc. Includes the Sociological Inventory	Comprehensive look at changes in their society A comprehensive Sociological Inventory	Includes tangential look at changes in their society. A tangential Sociological Inventory	Not included Not included or minimally addressed	
	<u>9-10 Point</u> Includes the understanding of flexible and community, and articulates more than one option for the future projection	<u>7-8 points</u> Includes tangentially the understanding of flexible and community, and articulates more than one option for the future projection	<u>0-6 Points</u>	
Recognize this plan is a flexible community plan and there are time when changes will be required			Not included or minimally addressed	
	<u>9-10 Point</u> Recognizes the appropriate use of resources but also looks to options to find opportunities	<u>7-8 points</u> Includes recognition tangentially of the appropriate use of resources but also looks to options to find opportunities	<u>0-6 Points</u>	
Recognizes capacity and Resources that are available (human and other resources)			Not included or minimally addressed	
	<u>16-20 Point</u>	<u>14-15 points</u>	<u>0-13 Points</u>	
Inclusion of theories that show support for the positions taken with citations from the text and other resources	Includes citations from the text and other resources to support the direction of the plan.	Includes only a few citations from the text and other resources to support the direction of the plan.	Not included or minimally addressed	
	<u>9-10 Point</u>	<u>7-8 points</u>	<u>0-6 Points</u>	
Includes A Crisis Plan in terms of PR	Comprehensive PR Crisis Plan that aligns with the school/district crisis plan.	Tangentially or very briefly mentioned a PR Crisis Plan	Not included or minimally addressed	
	<u>16-20 Point</u>	<u>14-15 points</u>	<u>0-13 Points</u>	
Diversity and sensitivity to ethnic and cultural community members is Included for example Indian Ed for All	Information on the diversity and sensitivity of the community and how to accommodate	Includes only tangentially information on the diversity and sensitivity to the community and how to accommodate	Not included or minimally addressed	
	<u>9-10 Point</u>	<u>7-8 points</u>	<u>0-6 Points</u>	
Recognizes the importance of establishing purposeful relationships with the multi-media sources	Includes a comprehensive process for establishing and nurturing these multi-media relationships	Includes only tangentially information on how to relate to the multi-media outlets and sources	Not included or minimally addressed	
	<u>16-20 Point</u>	<u>14-15 points</u>	<u>0-13 Points</u>	
Digital-age is Included And discussion to consider how to use digital communities, cell phone etc. Technology enhancing the School/District's ability to establish and maintain relationships	Includes knowledge of how the digital age will affects PR if technology will be integrated to enhance PR of the school/district	Includes only tangentially information on how the digital age will affect PR includes only tangentially how or if technology will enhance PR for the school district	Not included or minimally addressed	
	<u>9-10 Point</u>	<u>7-8 points</u>	<u>0-6 Points</u>	
Emphasizes human relationships	Recognizes that the participants are human and how to establish relationships.	Includes only tangential information on the participants' humanity and how to establish relationships	Not included or minimally addressed	
	<u>9-10 Point</u>	<u>7-8 points</u>	<u>0-6 Points</u>	
	Comprehensively addresses an Annual evaluation review should include both formative and summative assessments of the PR plan. This evaluation should serve to determine to what extent the mission and goals have been achieved. -Should provide insight for future PR improvements. - Should address the progress made or the lack thereof progress made, to determine areas of improvement for the future. Should include an yearly evaluation cycle .	Tangentially addresses an Annual evaluation review should include both formative and summative assessments of the PR plan. This evaluation should serve to determine to what extent the mission and goals have been achieved. -Should provide insight for future PR improvements -Should address the progress made or the lack thereof progress made, to determine areas of improvement for the future. Should include an yearly evaluation cycle		
Conclusion and an Annual Review and Evaluation				
			Total Score	0

Accessible Version

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

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

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

Conclusion and an Annual Review and Evaluation	Comprehensively addresses an Annual evaluation review should include both formative and summative assessments of the PR plan. This evaluation should serve to determine to what extent the mission and goals have been achieved. - Should provide insight for future PR improvements. - Should address the progress made or the lack thereof progress made, to determine areas of improvement for the future. Should include an yearly evaluation cycle .	Tangentially addresses an Annual evaluation review should include both formative and summative assessments of the PR plan. This evaluation should serve to determine to what extent the mission and goals have been achieved. -Should provide insight for future PR improvements. -Should address the progress made or the lack thereof progress made, to determine areas of improvement for the future. Should include an yearly evaluation cycle		
			Total Score	0

Appendix I

EDLD653	Student ID		Term	
653L			On-line/Face-to-face/Hybrid	
Component	Exemplary	Adequate	Not Adequate	Score
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Mission statement clearly articulated and integrated. (PEPP a)	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Job descriptions outlined and utilized.	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Comprehensive recruitment plan articulated (PEPP c)	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Screening process articulated	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Public Relations aspects of HR plan articulated.	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Address the Montana PEPP Standard-Act with integrity, fairness, and in an ethical manner.	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Induction Plan is well articulated and includes all necessary safety training.	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Diversity and EEO laws addressed.	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Appendices	Are referenced in the body of the document and enhance the usefulness of the document.	Appendices are well done but not referenced in the document.	Appendices are weak or nonexistent.	
			Total Score	0

Accessible Version

EDLD653	Student ID		Term	
653L			On-line/Face-to-face/Hybrid	
Component	Exemplary	Adequate	Not Adequate	Score
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	

Mission statement clearly articulated and integrated. (PEPP a)	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Job descriptions outlined and utilized.	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Comprehensive recruitment plan articulated (PEPP c)	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Screening process articulated	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Public Relations aspects of HR plan articulated.	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Address the Montana PEPP Standard- Act with integrity, fairness, and in an ethical manner.	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	

Induction Plan is well articulated and includes all necessary safety training.	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Diversity and EEO laws addressed.	The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	The standard is either missing or addressed in a cursory manner.	
	<u>5 Points</u>	<u>4 Points</u>	<u>3-0 Points</u>	
Appendices	Are referenced in the body of the document and enhance the usefulness of the document.	Appendices are well done but not referenced in the document.	Appendices are weak or nonexistent.	
			<u>Total Score</u>	0

Appendix J

<u>EDLD567</u>	Student ID		Term	
<u>567B</u>			On-line/Face-to-face/Hybrid	
Component	Exemplary	Adequate	Not Adequate	Score
	<u>2 Points</u>		<u>0 Points</u>	
Electronic copy of the Article Provided	Provided		Not Provided	
	<u>7-6 Points</u>	<u>5 Points</u>	<u>4-0 Points</u>	
Article Overview	The main points of the article are identified, summarized, and presented in a manner that clearly addresses the success of all students or the concept of fairness and makes the material relevant to the teachers.	The main points of the article may be identified and/or summarized and/or presented in a manner that makes the relevancy of the material to teachers less than clear and or there is a weak connection to the success of all students or the concept of fairness.	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	
	<u>3 Points</u>	<u>2 Points</u>	<u>1-0 Points</u>	
Discussion Prompts and/or Discussion Questions and Time Strategy	Prompts and/or questions scaffold providing synthesis and application of the material with a doable time schedule.	Prompts and/or questions are listed but do not provide for scaffolding or synthesis of the material and or the time schedule is not doable.	Prompts and/or questions are poorly developed or not provided and the time schedule is not given or is not doable.	
	<u>3 Points</u>	<u>2 Points</u>	<u>1 Point</u>	
Presentation	Presentation is well organized, stays within the allotted time, and is nicely paced	Presentation is organized and/or does not utilize the allotted time and/or appears somewhat rushed	Presentation is loosely organized and/or fails to utilize the allotted time or runs beyond 15 minutes and/or appears rushed	
			Total Score	0

Accessible Version

<u>EDLD567</u>	Student ID		Term	
<u>567B</u>			On-line/Face-to-face/Hybrid	
Component	Exemplary	Adequate	Not Adequate	Score
	<u>2 Points</u>	-	<u>0 Points</u>	
Electronic copy of the Article Provided	Provided		Not Provided	
	<u>7-6 Points</u>	<u>5 Points</u>	<u>4-0 Points</u>	
Article Overview	The main points of the article are identified, summarized, and presented in a manner that clearly addresses the success of all students or the concept of fairness and makes the material relevant to the teachers.	The main points of the article may be identified and/or summarized and/or presented in a manner that makes the relevancy of the material to teachers less than clear and or there is a weak connection to the success of all students or the concept of fairness.	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	
	<u>3 Points</u>	<u>2 Points</u>	<u>1-0 Points</u>	

Discussion Prompts and/or Discussion Questions and Time Strategy	Prompts and/or questions scaffold providing synthesis and application of the material with a doable time schedule.	Prompts and/or questions are listed but do not provide for scaffolding or synthesis of the material and or the time schedule is not doable.	Prompts and/or questions are poorly developed or not provided and the time schedule is not given or is not doable.	
	<u>3 Points</u>	<u>2 Points</u>	<u>1 Point</u>	
Presentation	Presentation is well organized, stays within the allotted time, and is nicely paced	Presentation is organized and/or does not utilize the allotted time and/or appears somewhat rushed	Presentation is loosely organized and/or fails to utilize the allotted time or runs beyond 15 minutes and/or appears rushed	
			<u>Total Score</u>	0

Appendix K

EDLD502 502B	Student ID		Term	
Component	Excellent	Acceptable	On-line/Face-to-face/Hybrid Unacceptable	0 Score
	<u>10-9 Points</u>	<u>8 points</u>	<u>7-0 Points</u>	
Personal philosophy (PP) of education is articulated	Personal philosophy is comprehensive and clearly articulated	Personal philosophy is stated	Personal philosophy is brief and/or not clearly articulated	
	<u>5 Points</u>	<u>4 points</u>	<u>3-0 Points</u>	
Indicates the Philosophical School(s) of Thought (PSoT) and philosophers influencing their personal educational philosophy	Influence of supporting PSoT and personal philosophy articulated in detail	PSoT supporting personal philosophy noted	Description of PSoT supporting personal philosophy weak or missing	
How personal philosophy (PP) will be evident in:	<u>5 Points</u>	<u>4 points</u>	<u>3-0 Points</u>	
a) creating a shared vision;	Influence of PP thoroughly articulated	Relationship of PP noted	Relationship of PP lacking	
	<u>5 Points</u>	<u>4 points</u>	<u>3-0 Points</u>	
b) Instructional programs, student learning, and professional development for teachers;	Influence of PP thoroughly articulated	Relationship of PP noted	Relationship of PP lacking	
	<u>5 Points</u>	<u>4 points</u>	<u>3-0 Points</u>	
c) Collaborating with family and community members; and	Influence of PP thoroughly articulated	Relationship of PP noted	Relationship of PP lacking	
	<u>5 Points</u>	<u>4 points</u>	<u>3-0 Points</u>	
d) Influencing the larger environment beyond school.	Influence of PP thoroughly articulated	Relationship of PP noted	Relationship of PP lacking	
	<u>2 Points</u>	<u>1 point</u>	<u>0 Points</u>	
Supporting Citations	Stated positions thoroughly supported with scholarly citations	Stated positions somewhat supported with citations	Stated positions are weakly or not supported with citations	
	<u>3 Points</u>	<u>2 points</u>	<u>1-0 Points</u>	
Mechanics	APA format is followed with detail and mechanical errors do not detract from the paper	APA format is somewhat followed and mechanical errors are minimal	APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper	
			Total Score	0

Accessible Version

	Excellent	Acceptable	Unacceptable	40 PTS
Personal philosophy (PP) of education is articulated	10-9 POINTS Personal philosophy is comprehensive and clearly articulated	8 POINTS Personal philosophy is stated	7-0 POINTS Personal philosophy is brief and/or not clearly articulated	
Indicates the Philosophical School(s) of Thought (PSoT) and philosophers influencing their personal educational philosophy	5 POINTS Influence of supporting PSoT and personal philosophy articulated in detail	4 POINTS PSoT supporting personal philosophy noted	3-0 POINTS Description of PSoT supporting personal philosophy weak or missing	
How personal philosophy (PP) will be evident in:				
a) creating a shared vision;	5 POINTS Influence of PP thoroughly articulated	4 POINTS Relationship of PP noted	3-0 POINTS Relationship of PP lacking	

b) Instructional programs, student learning, and professional development for teachers;	5 POINTS Influence of PP thoroughly articulated	4 POINTS Relationship of PP noted	3-0 POINTS Relationship of PP lacking	
c) Collaborating with family and community members; and	5 POINTS Influence of PP thoroughly articulated	4 POINTS Relationship of PP noted	3-0 POINTS Relationship of PP lacking	
d) Influencing the larger environment beyond school.	5 POINTS Influence of PP thoroughly articulated	4 POINTS Relationship of PP noted	3-0 POINTS Relationship of PP lacking	

Supporting Citations	2 POINTS Stated positions thoroughly supported with scholarly citations	1 POINT Stated positions somewhat supported with citations	0 POINTS Stated positions are weakly or not supported with citations	
Mechanics	3 POINTS APA format is followed with detail and mechanical errors do not detract from the paper	2 POINTS APA format is somewhat followed and mechanical errors are minimal	1-0 POINTS APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper	

Appendix L

EDLD550	Student ID		Term	
550B			On-line/Face-to-face/Hybrid	0
Component	Exemplary	Adequate	Unacceptable	Score
	<u>5 Points</u>	<u>4-3 points</u>	<u>2-0 Points</u>	
Ethics Articulated	The student's ethics are clearly articulated.	The student's ethics are briefly noted	The student's ethics are not clearly stated.	
	<u>5 Points</u>	<u>4-3 points</u>	<u>2-0 Points</u>	
Ethics encompass the breadth of leadership	Stated ethics encompass the breadth of leadership responsibilities and directly address the professional behaviors of fairness and creating educational environments that promote the success of all students.	Stated ethics are briefly noted and tangentially addresses the responsibilities of an educational leader and/or the professional behaviors of fairness and creating educational environments that promote the success of all students.	Stated ethics do not encompass the vast spectrum and responsibilities of an educational leader and/or the professional behaviors of fairness and creating educational environments that promote the success of all students.	
	<u>5 Points</u>	<u>4-3 points</u>	<u>2-0 Points</u>	
Mechanics	APA format is followed with detail and mechanical errors do not detract from the paper.	APA format is only partially followed and/or mechanical errors begin to detract from the paper.	APA format is not followed and/or there are numerous mechanical errors that detract from the paper.	
			Total Score	0

Accessible Version

EDLD550	Student ID		Term	
550B			On-line/Face-to-face/Hybrid	
Component	Exemplary	Adequate	Unacceptable	Score
	<u>5 Points</u>	<u>4-3 points</u>	<u>2-0 Points</u>	
Ethics Articulated	The student's ethics are clearly articulated.	The student's ethics are briefly noted	The student's ethics are not clearly stated.	
	<u>5 Points</u>	<u>4-3 points</u>	<u>2-0 Points</u>	
Ethics encompass the breadth of leadership	Stated ethics encompass the breadth of leadership responsibilities and directly address the professional behaviors of fairness and creating educational environments that promote the success of all students.	Stated ethics are briefly noted and tangentially addresses the responsibilities of an educational leader and/or the professional behaviors of fairness and creating educational environments that promote the success of all students.	Stated ethics do not encompass the vast spectrum and responsibilities of an educational leader and/or the professional behaviors of fairness and creating educational environments that promote the success of all students.	
	<u>5 Points</u>	<u>4-3 points</u>	<u>2-0 Points</u>	

Mechanics	APA format is followed with detail and mechanical errors do not detract from the paper.	APA format is only partially followed and/or mechanical errors begin to detract from the paper.	APA format is not followed and/or there are numerous mechanical errors that detract from the paper.	
			<u>Total Score</u>	0

Appendix M

<u>EDLD554</u>	Student ID		Term	
<u>554C</u>			On-line/Face-to-face/Hybrid	
Component	Unacceptable	Adequate	Excellent	Score
	<u>0-6 Points</u>	<u>7-8 points</u>	<u>9-10 Points</u>	
Desegregation	Poorly written or lacks sufficient detail to be useful to the reader. Lacks Adequate coverage of cases.	Well written with sufficient detail to be useful to the reader. Cases covered with sufficient detail	Very well written and provides a unique perspective for the reader to consider.	
	<u>0-6 Points</u>	<u>7-8 points</u>	<u>9-10 Points</u>	
Student Rights	Poorly written or lacks sufficient detail to be useful to the reader. Lacks Adequate coverage of cases.	Well written with sufficient detail to be useful to the reader. Cases covered with sufficient detail	Very well written and provides a unique perspective for the reader to consider.	
	<u>0-6 Points</u>	<u>7-8 points</u>	<u>9-10 Points</u>	
Search & Seizure	Poorly written or lacks sufficient detail to be useful to the reader. Lacks Adequate coverage of cases.	Well written with sufficient detail to be useful to the reader. Cases covered with sufficient detail	Very well written and provides a unique perspective for the reader to consider.	
	<u>0-6 Points</u>	<u>7-8 points</u>	<u>9-10 Points</u>	
Church & State	Poorly written or lacks sufficient detail to be useful to the reader. Lacks Adequate coverage of cases.	Well written with sufficient detail to be useful to the reader. Cases covered with sufficient detail	Shows outstanding planning and distribution of resources.	
	<u>0-6 Points</u>	<u>7-8 points</u>	<u>9-10 Points</u>	
SPED	Poorly written or lacks sufficient detail to be useful to the reader. Lacks Adequate coverage of cases.	Well written with sufficient detail to be useful to the reader. Cases covered with sufficient detail	Very well written and provides a unique perspective for the reader to consider.	
			Total Score	0

Accessible Version

<u>EDLD554</u>	Student ID		Term	
<u>554C</u>			On-line/Face-to-face/Hybrid	
Component	Unacceptable	Adequate	Excellent	Score
	<u>0-6 Points</u>	<u>7-8 points</u>	<u>9-10 Points</u>	
Desegregation	Poorly written or lacks sufficient detail to be useful to the reader. Lacks Adequate coverage of cases.	Well written with sufficient detail to be useful to the reader. Cases covered with sufficient detail	Very well written and provides a unique perspective for the reader to consider.	
	<u>0-6 Points</u>	<u>7-8 points</u>	<u>9-10 Points</u>	
Student Rights	Poorly written or lacks sufficient detail to be useful to the reader. Lacks Adequate coverage of cases.	Well written with sufficient detail to be useful to the reader. Cases covered with sufficient detail	Very well written and provides a unique perspective for the reader to consider.	
	<u>0-6 Points</u>	<u>7-8 points</u>	<u>9-10 Points</u>	

Search & Seizure	Poorly written or lacks sufficient detail to be useful to the reader. Lacks Adequate coverage of cases.	Well written with sufficient detail to be useful to the reader. Cases covered with sufficient detail	Very well written and provides a unique perspective for the reader to consider.	
	<u>0-6 Points</u>	<u>7-8 points</u>	<u>9-10 Points</u>	
Church & State	Poorly written or lacks sufficient detail to be useful to the reader. Lacks Adequate coverage of cases.	Well written with sufficient detail to be useful to the reader. Cases covered with sufficient detail	Shows outstanding planning and distrubution of reseorces.	
	<u>0-6 Points</u>	<u>7-8 points</u>	<u>9-10 Points</u>	
SPED	Poorly written or lacks sufficient detail to be useful to the reader. Lacks Adequate coverage of cases.	Well written with sufficient detail to be useful to the reader. Cases covered with sufficient detail	Very well written and provides a unique perspective for the reader to consider.	
			<u>Total Score</u>	0

Appendix N

EDLD551 551F	Student ID		Term	
Component	Excellent to Exemplary 18-20 Points	Acceptable 14-17 points	On-line/Face-to-face/Hybrid Unacceptable 0-13 Points	O Score
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 and 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 horizontally), and evaluating the curriculum.	The student does not clearly states 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.	
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.	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 thorough out the paper.	The student follows APA format and mechanical errors do not detract from the paper. The student makes appropriate citations thorough out the paper.	The student partially follows APA format and mechanical errors detract from the paper. The student does not make appropriate citations thorough out the paper.	
Total Score				0

Accessible Version

EDLD551 551F	Student ID		Term	
Component	Excellent to Exemplary 18-20 Points	Acceptable 14-17 points	Unacceptable 0-13 Points	Score

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 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.	
	<u>18-20 Points</u>	<u>14-17 points</u>	<u>0-13 Points</u>	
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.	
	<u>18-20 Points</u>	<u>14-17 points</u>	<u>0-13 Points</u>	
Theory and Research on Curriculum and 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."	
	<u>18-20 Points</u>	<u>14-17 points</u>	<u>0-13 Points</u>	

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.	
	<u>18-20 Points</u>	<u>14-17 points</u>	<u>0-13 Points</u>	
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 horizontally), and evaluating the curriculum.	The student does not clearly states 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.	
	<u>18-20 Points</u>	<u>14-17 points</u>	<u>0-13 Points</u>	

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.	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.	
	<u>18-20 Points</u>	<u>14-17 points</u>	<u>0-13 Points</u>	
Mechanics and Citations	The student follows APA format with very few mechanical errors. The student makes appropriate citations thorough out the paper.	The student follows APA format and mechanical errors do not detract from the paper. The student makes appropriate citations thorough out the paper.	The student partially follows APA format and mechanical errors detract from the paper. The student does not make appropriate citations thorough out the paper.	
			<u>Total Score</u>	0

Appendix O

Montana NLP Standards

Standard 1: Mission, Vision, and Improvement	
<i>Building</i>	<i>District</i>
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
<p>Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the role and importance of school mission and vision 2. Processes for collaboratively developing a mission and vision 3. Processes for developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community 4. The characteristics of well-written mission and vision statements 	<p>Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the role and importance of district mission and vision 2. Processes for collaboratively developing a mission and vision 3. Processes for developing an actionable mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community 4. The characteristics of well-written mission and vision statements
<p>Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on school improvement 2. Formal processes of iterative, evidence-informed improvement 3. Data collection, analysis, and use 4. Implementation theory and research 	<p>Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on district improvement 2. Formal processes of system-wide, iterative, evidence-informed improvement 3. Research-based strategic planning processes 4. Data collection, diagnosis, and use 5. Implementation theory and research
Standard 2: Ethics and Professional Norms	
<i>Building</i>	<i>District</i>
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the	Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the

capacity to advocate for ethical decisions and cultivate and enact professional norms.	capacity to advocate for ethical decisions and cultivate professional norms and culture.
<p>Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being 2. Practices that reflect professional norms 3. Approaches to cultivating professional norms in others 4. Reflective practice 	<p>Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) that promote a productive, equitable, and effective district 2. Approaches to cultivating professional norms in others 3. Approaches to building organizational culture 4. Reflective practice
<p>Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on decision making 2. Decision-making processes 3. Guidelines for ethical and legal decision making 	<p>Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on and practices for decision making 2. Knowledge of law and ethics, including special education law, Montana school law, and Montana collective bargaining and employment law 3. Guidelines for ethical and legal decision making
<p>Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Ethical practice 2. Approaches to cultivating ethical behavior in others 	<p>Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Ethical practice 2. Approaches to cultivating ethical behavior in others

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness	
Building	District
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult, including American Indians and tribes of Montana , by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult, including American Indians and tribes of Montana , by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.
<p>Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful) 2. Research on inclusive school cultures 3. Processes for evaluating school culture 4. Processes for effecting changes to school culture 5. Engaging in advocacy for all students, including American Indians and tribes of Montana 	<p>Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on inclusive district cultures 2. Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful) 3. Processes for evaluating district culture 4. Processes for fostering cultural change 5. Strategies for advocacy for all students, including American Indians and tribes of Montana
<p>Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the consequences for students of equitable and inequitable use of educational resources and opportunities 2. Equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships) 3. Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities, including those unique to American Indians and tribes of Montana 	<p>Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the consequences for students of equitable and inequitable use of educational resources and opportunities 2. Equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships 3. Broader social and political concerns with equity and inequality in the use of educational resources and opportunities, including those unique to American Indians and tribes of Montana 4.
Building	District
<p>Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Leadership strategies related to Montana Indian Education for All including the Essential Understandings 2. Culturally responsive instructional and behavior support practices, with special consideration for American Indians and tribes of Montana 	<p>Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Leadership strategies related to Montana Indian Education for All including the Essential Understandings 2. Culturally responsive instructional and behavior support practices, with special consideration for American Indians and tribes of Montana 3. Characteristics and foundations of equitable and inequitable educational practice

<div>3. Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff</div> <div>4. Research on implications for students of equitable, culturally responsive, and inclusive practices</div> <div>5. Broader social and political concern with equity and inequality in schools, including those unique to American Indians and tribes of Montana</div>	<div>4. Research on implications for students of equitable, culturally responsive, and inclusive practice</div> <div>5. Broader social and political concerns with equity and inequity in district schools, including those unique to American Indians and tribes of Montana</div>
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Standard 4: Learning and Instruction

<i>Building</i>	<i>District</i>
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.	Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.
<p>Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the leadership of academic and non-academic programs 2. Approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems 3. Evidence-based curricula, use of technology, and other supports for academic and nonacademic programs 4. Infrastructures for the ongoing support of academic and non-academic programs 	<p>Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs. Programs provide evidence that candidates demonstrate skills required to:</p> <ol style="list-style-type: none"> 1. Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports 2. Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems
<p>Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Evidence-based instructional practices for different student populations, including American Indians and tribes of Montana, 2. Curricula, educational technologies, and other educational resources that support digital literacy among students and adults 3. Educational service providers 4. Approaches to coordinating resources and services in support of the school's academic and non-academic services 	<p>Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.</p> <p>Program provides evidence that candidates demonstrate skills required to:</p> <ol style="list-style-type: none"> 1. Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders 2. Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success
<p>Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the effective and ineffective assessment of student learning and well-being 2. Research on assessment practices that are culturally responsive and accessible for each student, including American Indians and tribes of Montana 3. Formative and summative measures of student learning and well-being 	<p>Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.) 2. Research on assessment practices that are culturally responsive and accessible

<p>4. Approaches to coordinating among assessments, instructional improvement, and educational service delivery</p>	<p>3. Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data</p>
<p>Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices 2. Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being 3. Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services 4. Approaches and strategies for supporting faculty collaboration 	<p>Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being 2. Appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices 3. Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources
<p>Standard 5: Community and External Leadership</p>	
<p><i>Building</i></p>	<p><i>District</i></p>
<p>Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.</p>	<p>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.</p>
<p>Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the role of families in supporting student learning in and out school 2. Research on student and family diversity 3. Strategies for understanding and cultivating relationships with families and engaging them in their children's education, <i>with special consideration of American Indians and tribes of Montana</i> 	<p>Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the role of families in supporting student learning in and out of school 2. Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school, <i>with special consideration of American Indians and tribes of Montana</i>
<p>Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. School organizational cultures that promote community engagement, <i>including American Indians and tribes of Montana</i> 	<p>Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on student, family, and community diversity

<ol style="list-style-type: none"> 2. Research on how community members, partners, and other constituencies can support school improvement and student success 3. Collaboration methods to develop and sustain productive relationships with diverse community partners 4. Practices for accessing and integrating external resources into the school 	<ol style="list-style-type: none"> 2. Research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success, 3. Effective practice for communicating through oral, written, and digital means 4. Strategies for understanding and engaging district constituents, including American Indians and tribes of Montana 5. Governance and decision-making processes that support family-school communications and engagement
<i>Building</i>	<i>District</i>
<p>Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the importance and implications of social, cultural, economic, legal, and political contexts 2. Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities 3. Educational policy and advocacy for all students, including American Indians and tribes of Montana 	<p>Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on the importance and implications of social, cultural, economic, legal, and political contexts 2. Strategies for effective oral, written, and digital communication with members of the business, civic, and policy community 3. Strategies for cultivating relationships with members of the business, civic, and policy community 4. Public relations 5. Educational advocacy for all students, including American Indians and tribes of Montana

Standard 6: Operations and Management

<i>Building</i>	<i>District</i>
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.
<p>Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on school management, operations, use of technologies, communication, and governance systems 2. Principles of systems management and continuous improvement 3. Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations 4. Processes for developing and implementing management, communication, technology, school-level governance, and operation systems 5. Use of technology to enhance learning and program management 	<p>Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations 2. Research, theories, and best practices concerning the management of operations, technology, communications, and governance systems 3. Methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity 4. Use of technology to enhance learning and the management of systems
<p>Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. School-based budgeting 2. Strategies for acquiring resources 3. Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems 4. Strategies for aligning and allocating resources according to school priorities and student needs 5. Methods and procedures for managing school resources 6. Montana school finance 	<p>Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. School and district-based budgeting 2. Processes for gathering, synthesizing, and evaluating data to develop resourcing plans 3. Research and best practices for allocating district- and school-level resources to support equity and excellence 4. Methods for accessing and integrating external resources into the district and schools 5. Montana school finance
<p>Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults, including Montana school law and special education law 	<p>Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff

<ul style="list-style-type: none">2. Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities, including tribal laws and regulations3. Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety4. The role of collective bargaining agreements	<ul style="list-style-type: none">2. Strategies for engaging school and district staff in the recruitment and selection process3. Strategic data-informed staffing based on student, school, and district needs4. Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being5. Strategies for cultivating leadership among school and district staff
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Standard 7: Building Professional Capacity

<i>Building</i>	<i>District</i>
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.
<p>Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on teacher recruitment, hiring, and selection 2. Practices for recruiting, selecting, and hiring school staff 3. Strategic staffing based on student, school, and staff needs 	<p>Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research and best practice focused on school board governance and relations 2. Management theory 3. Communication strategies 4. Negotiation strategies 5. Montana collective bargaining and employment law
<p>Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being 2. Effective communication 3. The role of relationships, trust, and well-being in the development of a healthy and effective professional culture 	<p>Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research and best practice concerning effective systems for district governance 2. Processes for engaging multiple and diverse community stakeholders 3. Developing and sustaining effective board relations
<p>Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research on teacher professional learning 2. Practices for supporting and developing school staff 3. Practices for cultivating and distributing leadership among staff 4. Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success 5. How to use digital technology in ethical and appropriate ways to foster professional learning for self and others 	<p>Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, tribal, and national policy, laws, rules, and regulations.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Educational policy, laws, rules, and regulations, including tribal governance of education, Montana school law, Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA) 2. Educational policy systems, formulation, adoption, and actors 3. Strategies for accessing information about: (a) policy, (b) local, state, tribal, and federal contexts, and (c) the policy implications for various contexts

	<ol style="list-style-type: none"> 4. Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders 5. The role of the collective bargaining agreement
<p>Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.</p> <p>Program provides evidence of candidate knowledge of:</p> <ol style="list-style-type: none"> 1. Research-based strategies for personnel supervision and evaluation 2. Importance of, and the ability to access, specific personnel evaluation procedures for a given context 3. Multiple approaches for providing actionable feedback and support systems for teachers 4. The role of collective bargaining agreements in the supervision process 	<p>Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.</p> <p>Program provides evidence that candidates demonstrate skills required to:</p> <ol style="list-style-type: none"> 1. Use evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges 2. Represent the district and its priorities and needs at the local, state, and national level 3. Advocate for the needs and priorities of the district at the local, state, and national level
<p>Internship: participate in clinical/field experiences, which may be completed for graduate credit, that provides at least 210 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 endorsed school administrators.</p>	<p>Internship: participate in clinical/field experiences, which may be completed for graduate credit, that provides at least 210 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 endorsed school administrators.</p>