

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 <u>Priorities for Action</u> 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< th=""><th><measurement< th=""><th><measurement< th=""><th><measurement< th=""><th><measurement< th=""></measurement<></th></measurement<></th></measurement<></th></measurement<></th></measurement<>	<measurement< th=""><th><measurement< th=""><th><measurement< th=""><th><measurement< th=""></measurement<></th></measurement<></th></measurement<></th></measurement<>	<measurement< th=""><th><measurement< th=""><th><measurement< th=""></measurement<></th></measurement<></th></measurement<>	<measurement< th=""><th><measurement< th=""></measurement<></th></measurement<>	<measurement< th=""></measurement<>
_	Tool>	Tool>	Tool>	Tool>	Tool>
Application of Data Literacy	519A	556D	583B	568B	520A
	Appendix C	Component 10	Component 9	Component 2	Appendix G
		Appendix D	Appendix E	Appendix F	
2. Use of research and	520A	519A	551F		
understanding of qualitative,	Appendix G	Appendix C	Component 3		
quantitative and/or mixed			Appendix N		

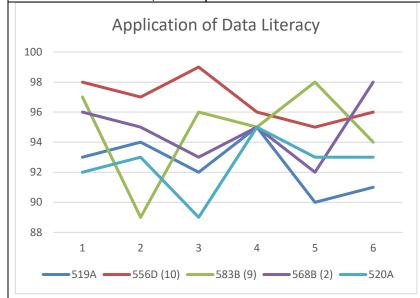
Student Learning Outcomes	<measurement tool=""></measurement>	<measurement tool=""></measurement>	<measurement tool=""></measurement>	<measurement tool=""></measurement>	<measurement tool=""></measurement>
methods research methodologies	1001>	1001>	1001>	1001>	1001>
3. Employment of data analysis and 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



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.

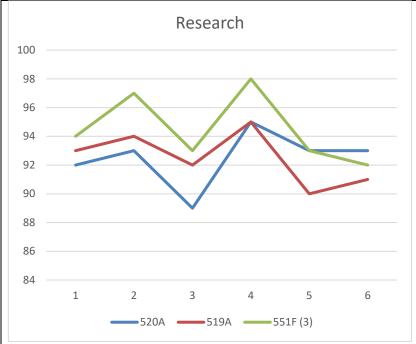
Application of data Literacy

	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

520A		
Applications of data		
<u>literacy;</u>	FY20	FY21
All	94.5	94
Male	94.2	93.5
Female	94.7	94.3
AI	4	4
Н	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
Н	1	0
Supt	99.67	100
Male	2	1
Female	1	1

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

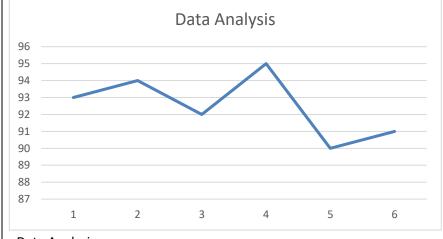
ser	n 1	2	3	4	5	6
520A All	92	93	89	95	93	93
519A All	93	94	92	95	90	91
551F (3) All	94	97	93	98	93	92

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
Al	4	4
Н	1	1
M.Ed.	93.7	92.0
Male	92.9	92.2
Female	95.1	91.9
Al	3	1
Principal	100.00	100.00
Male	5	8
Female	100	100
Al	1	0
Н	0	1
Supt	NA	NA
Male		
Female		

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

Α



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

Data Analysis

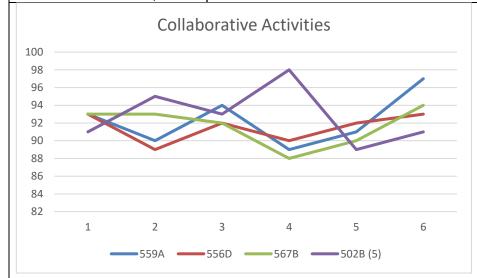
	sem	1	2	3	4	5	6
519A	All	93	94	92	95	90	91

• 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
Al	2	1
M.Ed.	93.5	91.4
Male	93.6	91.3
Female	91.5	91
Al	2	1

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

AI - American Indian, H - Hispanic



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

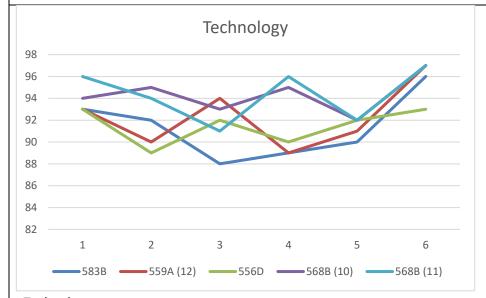
such as peers, colleagues,

teachers, administrators,

community organizations, and

parents;	FY20	FY21
All	92.3	92.1
Male	92.1	93
Female	92.4	91.8
Al	2	2
Н	0	1
M.Ed.	93.3	91.7
Male	93.3	91.9
Female	93.2	91.5
Al	2	3
Principal	90.8	92.8
Male	90.6	92
Female	91	93.1
Al	1	1
<u>H</u>	0	1
Supt	99.67	100
Male	2	1
Female	1	1

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



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.

Tec	hno	logy

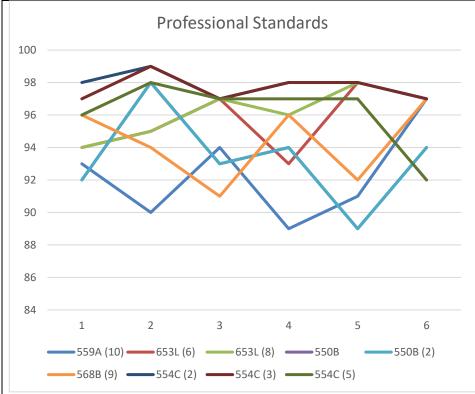
	sem	1	2	3	4	5	6
583B	All	93	92	88	89	90	96
559A (12)	All	93	90	94	89	91	97
556D	All	93	89	92	90	92	93
568B (10)	All	94	95	93	95	92	97
568B (11)	All	96	94	91	96	92	97

• Supporting appropriate applications of technology for

91.7 91.7 91.8 4	93.7 92.5 94.1
91.8	
	94.1
4	
	4
1	1
90.9	93.7
88.6	93
91.7	94.1
3	3
92.5	93.9
92.1	93.1
92.6	94.3
1	1
1	0
99.67	100
2	1
1	1
	1 90.9 88.6 91.7 3 92.5 92.1 92.6 1 99.67

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
Al	4	4
Н	1	1
M.Ed.	94.9	94.4
Male	94.7	94.6
Female	95	94.1

	f students in the given category wl	nen n<10.
<u>I – American Indian, H - Hispanio</u> Al	3	3
<u></u>	95.5	95.2
Male	95.2	95.1
Female	95.6	95.2
AI	1	1
Н	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 is 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

<u>Superintendent</u>

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 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

<u>International Educational Leadership</u>

Best Practices in International Programs Leadership
International Program Development in Higher Education
Leadership Across Cultures
Internship in International Education Leadership
Globalization in Education
Cultural Proficiency
Linguistic Diversity
Politics of International Education
Comparative International Education
Cross-Cultural Competence
International Student Perspective

Appendix B

Master List of Assessments

Green = Benchmark and required assignment

Red = required by any pro	fessor who teaches the class
---------------------------	------------------------------

		14. 14. 14. 14. 14.
502	Α	Papers on philosophies
*	В	Personal Philosophy
512*	Α	Forecasts
	В	Application Paper from media
*	С	Future related book or film analysis & application of concepts
	D	Time Machine & 20,000 Leagues
	E	Quizzes
519*	Α	DDDM on national/state/local level
*	В	Applying informed decision making/data driven (paper)
	С	Daily quizzes
*	D	Critique of data analysis
	E	Case study with stats (ch3)
520RB	Α	Critique a quantitative study
	В	Content test
RB	С	Develop a research proposal
P/F	D	IRB course assessment
550RB	Α	Case study reflective response
RB	В	Code of ethics
	С	Innerlife papers
	D	Self evaluations
	E	Reflective journal
RB	F	Leadership Definition
551	Α	Book Critique
*	В	Personal philosophy of curriculum leadership
	С	Case Study Solution
	D	Quizzes
	E	Paper: Curriculum needs of local school
*	F	Curriculum leadership theory paper
552RB	Α	Personnel behavior documentation
RB	В	Developmental supervision plan
554*	Α	Assessment of understanding of critical court cases
	В	Group scenario work
RJ	С	Comprehensive application of cases in 5 areas of law
556	Α	Memos to school board
	В	Develop components of budget

	С	Budget presentation
*	D	Budget for a hypothetical school district
559RF	Α	Comprehensive Public Relations Plan
	В	Press release
	С	Brochure
	D	Definition of PR
	Е	Biography
	F	Current understanding of demographics
	G	Sociological inventory
	Н	Identify internal and external publics
	1	Dissatisfaction theory paper
	J	Legal and ethical aspects of PR
	K	Photo essay of wounded leader
	L	Radio ad
	М	TV spot
	N	Crisis paper
	0	Interview a Board member
	Р	Presentation (live or video) of problem and solution
567	Α	Monthly calendar activities
RB	В	Design and coordinate a faculty meeting on instructional leadership
	С	Article response on Principalship
RB	D	Educational Platform
RB	E	Book review/critique on leadership
568	Α	Philosophy of Curriculum
RF	В	Curriculum for the future
	С	Paper on contemporary Curriculum
583	Α	Podcast papers
RF	В	Comprehensive strategic plan for technology
	С	Case studies
	D	seminar on question content
	E	Innovation presentations (2)
653	Α	Mission & Vision statement
	В	Foundational Documents implications
	С	Job description
	D	Recruitment Brochure
	E	Position Announcement
	F	Screening Criteria
	G	Interview questions
	Н	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	Student ID		Term	
<u>519A</u>			On-line/Face-to-face/Hybrid	
Component	Exemplary	Acceptable	Unacceptable	Score
Analyze and Apply the Knowledge and Understanding	18-20 points The student clearly exhibits outstanding ability to articulate a school-wide plan analyzing and applying the appropriate data-driven practices to improve educational outcomes. 18-20 points The student is highly adept at creatively articulating the	14-17 points The student exhibits ability to articulate a school-wide plan analyzing and applying the appropriate data-driven practices to improve educational outcomes. 14-17 points	0-13 points 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. 0-13 points	
Creative Thinking	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.	
	18-20 points The student clearly articulates	<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	a well developed improvement plan (using the format of Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and	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	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)	
supported by the school community in order to promote the success of all students	Learning) for the facilitation and implementation of a shared vision for using data to make decisions.	implementation of a shared vision for using data to make decisions.	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.	level of synthesis in articulating	
	18-20 points	14-17 points	<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 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.	tables. Further, the student fails to demonstrate understanding on statistics.	
Mechanics	18-20 points The student follows APA format.	14-17 points The student follows APA format and mechanical errors do not detract from the paper.	O-13 points The student partially follows APA format and mechanical errors are minimal.	
			Total Score	0

Sign	EDLD519	Student ID		Term	
Analyze and Apply the Knowledge and Understanding Understa	519A				
Analyze and Apply the Knowledge and Understanding Understa	Component	Exemplary	Acceptable	Unacceptable	Score
Street S		18-20 points	14-17 points	0-13 points	
Outcomes. 18-20 points The student is highly adept at creatively articulating the process of decision-making with data on a particularly complex educational issue. The student attempts new educational issue. The student attempts new educational issue. The student 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	Knowledge and	The student clearly exhibits outstanding ability to articulate a school-wide plan analyzing and applying the appropriate datadriven practices to	The student exhibits ability to articulate a school-wide plan analyzing and applying the appropriate datadriven practices to improve educational	The student does not adequately exhibit ability to articulate a school-wide plan analyzing and applying the appropriate datadriven practices to improve educational	
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		educational			
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 ways, methods or strategies of approaching the complex ideas, monitors the progress, and evaluates the success based on their deep understanding of					
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					
The student clearly goes beyond what is known and stretches in new directions.	Creative minking	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	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	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	

development, amticulation, implementation, and stewardship of a school of learning supported by the public to Using the school community in order to promote the success of all students Montana PEPPS: Promote a positive school cumpro, and design comprehensive professional growth and elearning, and design comprehensive professional growth to promote the success of all students Montana PEPPS: Promote a positive school culture, provide an effective instructional program, and plans for staff in order to promote the success of all students Montana PEPPS: Promote a positive school culture, an effective instructional program, and design comprehensive professional growth in cludes and papies it to best practices in teaching and learning.	Montana PEPPS: facilitate the	The student clearly articulates a well	The student clearly articulates an	The student fails to articulate an	
improvement plan (using the format of Data Wise: A Step by Step Guide to Using Step Step Suide army supported by the school community in Order to promote the success of all students Montana PEPPS: The student desiron and interest of effective professional growth plans for staff in order to promote the success of all students Montana PEPPS: The student demonstrates and properly learning professional growth plans for staff in order to promote the success of all students Montana PEPPS: The student demonstrates and properly identifies all nine chapters or the student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students Montana PEPPS: The student demonstrates and properly identifies all nine chapters in teaching and learning. Montana PEPPS: The student facilitation and implementation of a shared vision for using data to make decisions. Montana PEPPS: The student facilitation and implementation of a shared vision for using data to make decisions. Montana PEPPS: The student facilitation and implementation of a shared vision for using data to make decisions. Montana PEPPS: The student facilitation and implementation of a shared vision for using data to make decisions. Montana PEPPS: The student facilitation and implementation of a shared vision for using data to make decisions. Montana PEPPS: The student facilitation and implementation of a shared vision for using data to make decisions. Montana PEPPS: The student facilitation and implementation of a shared vision for using data to make decisions. Montana PEPPS: The student facilitation and implementation of a shared vision for using data to make decisions. The student facilitation and implementation of a shared vision for using data to make decisions. The student facilitation and implementation of a shared vision for using data to make decisions. The student facilitation and implementation of a shared vision for using data to make decisions. Th					
implementation, and school or district vision of learning supported by to Using the school community in order to promote the success of all students **Reaching and learning supported by to Using Assessment Results to Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and implementation of a shared vision for using data to make decisions. **Reaching and Learning for the facilitation and im	-	' '		· ·	
stewardship of a school of district vision of of district vision of or district vision of learning supported by the school community in order to promote the success of all students Montana PEPPS: The Student demonstrates an effective and edisjon comprehensive professional growth plans for staff in order to promote the success of all students Assessment Results to Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. 18-20 points The student demonstrates an effective instructional program, apply best practice to student learning, and design comprehensive professional growth pans for staff in order to promote the success of all students Format The student includes and properly identifies all nine chapters and properly identifies all nine chapters and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. 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. Hearing in prometation of a shared vision for using data to make decisions. 14-17 points D-13 points The student demonstrates a depth of knowledge and level 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. 18-20 points The student includes and properly identifies all nine chapters and appendices. The student includes and appendices. The student structure, and properly explains visuals such as charts, graphs, and tables. Format The student micromation and implementation of a shared vision for using data to make decisions. D-13 points The student file to make decisions. The student micromation and implementation of a shared vision for using data to ma	-				
or district vision of learning supported by the school community in order to promote the success of all students Seessment Results to Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. 18-20 points The student demonstrates an impressive depth of knowledge and level of synthesis in articulating how data-driven design comprehensive professional growth plans for staff in order to promote the success of all students Format Format Septimized to student dearning, and design comprehensive professional growth plans for staff in order to promote the success of all students Format 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. 18-20 points 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. 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. Format Septimized to provide facilitation and implementation of a shared vision for using data to make decisions. The student on the tearning for the facilitation and implementation of a shared vision for using data to make decisions. The student miculating how data-friven decisions 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 includes and properly dentifies all nine chapters and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. Fo	I			_ · · · · · · · · · · · · · · · · · · ·	
learning supported by the school community in Assessment Results to Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching and learning implementation of a shared vision for using data to make decisions. Improve Teaching and learning implementation of a shared vision for using data to make decisions. Improve Teaching and learning implementation of a shared vision for using data to make decisions. Improve Teaching and learning implementation of a shared vision for using data to make decisions. Improve Teaching and learning implementation of a shared vision for using data to make decisions. Improve Teaching in place is to pack the facilitation and implementation of a shared vision for using data to make decisions. Improve Teaching in place is to pack the facilitation and implementation	-			· ·	
the school community in order to promote the success of all students Commonwealth Commonwea					
order to promote the success of all students Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. 18-20 points The student promote the officitive promote the success of all students To promote the success of all students The student and implementation of a shared vision for using data to make decisions. 18-20 points The student demonstrates an impressive depth of knowledge and level of synthesis in articulating how data-driven decision making profressional growth plans for staff in order to promote the success of all students The student includes and program, and plearning. 18-20 points The student includes and properly identifies all nine chapters (aligned to the corresponding chapters in the student includes and properly explains visuals such as charts, graphs, and tables. The student includes and properly explains visuals such as charts, graphs, and tables. The student includes and properly explains visuals such as charts, graphs, and tables. The student includes and properly explains visuals such as charts, graphs, and tables. The student includes and properly explains visuals such as charts, graphs, and tables. The student includes and properly explains visuals such as charts, graphs, and tables.		_		'	
Teaching and Learning) for the facilitation and implementation of a shared vision for using data to make decisions. 18-20 points The student demonstrates an impressive depth of 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 18-20 points 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. 18-20 points The student fails to demonstrate an impressive depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a culture, an effective instructional program, and applies it to best practices in teaching and learning. 18-20 points The student includes and properly (learning and chapters in the textbook) and appendices. The student includes and properly (explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate a demonstrate an impressive depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a culture, an effective instructional program, and applies it to best practices in teaching and learning. 18-20 points The student includes and properly (explains visuals such as charts, graphs, and tables. Further, the student fails to include and explains visuals such as charts, graphs, and tables. Further, the student fails to include and explains visuals such as charts, graphs, and tables. Further, the student fails to include and explains visuals such as charts, graphs, and tables. Further, the student fails to include and explains visuals such as charts, graphs, and tables.					
Learning) for the facilitation and implementation of a shared vision for using data to make decisions. 18-20 points 14-17 points 15 to best practice to romate instructional growpram, and design comprehensive professional growth plans for staff in order to promote the success of all students 18-20 points 14-17 points 15 to best practice to all students 15 to best practices in teaching and learning. 18-20 points 15 to best practices in teaching and learning. 18-20 points 14-17 points 15 to best practices in teaching and learning. 18-20 points 14-17 points 15 to best practices in teaching and learning. 18-20 points 16 to best practices in teaching and learning. 18-20 points 16 to best practices in teaching and learning. 18-20 points 16 to best practices in teaching and learning. 18-20 points 16 to best practices in teaching and learning. 18-20 points 16 to best practices in teaching and learning. 18-20 points 16 to best practices in teaching and learning. 18-20 points 17 the student includes and approperly identifies all nine chapters and appendices. The student includes and chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. Further, the student fails to include and explains visuals such as charts, graphs, and tables. Further, the student fails to include and explains visuals such as charts, graphs, and tables.	-	•			
facilitation and implementation of a shared vision for using data to make decisions. 8 - 20 points 14-17 points 0-13 points Montana PEPPS: Tromote a positive school culture, provide an effective instructional program, and agaplies it to best practices in teaching and perarring. 18 - 20 points 14-17 points 0-13 points The student demonstrates a depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and pearning. 18 - 20 points 14-17 points 0-13 points The student fails to demonstrate an impressive depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a decision making promotes a oculture, an effective instructional program, and applies it to best practices in teaching and learning. 18 - 20 points 14-17 points 0-13 points The student includes and properly identifies all nine chapters and appendices. The student includes and chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate and the demonstrate and properly explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate and tables. Further, the student fails to include and explains visuals such as charts, graphs, and tables.	success of all students	_	· ·	· •	
implementation of a shared vision for using data to make decisions. 18-20 points The student demonstrates an impressive depth of knowledge and level of synthesis in articulating how data-driven decision making promotes a positive school culture, and applies it to best practice in teaching and applies it to best practices in teaching and program, and applies it to best practices in teaching and learning. 18-20 points 18-20 points					
a shared vision for using data to make decisions. 18-20 points 14-17 points 18-20 points 14-17 points 18-20 points				data to make decisions.	
using data to make decisions. 18-20 points The student demonstrates a positive school culture, provide instructional program, apply best practice to promote the success of all students 18-20 points The student demonstrates a depth of knowledge and learning, and design comprehensive professional growth of all students 18-20 points 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. 18-20 points The student includes and properly identifies all nine chapters and appendices. The student includes and properly identifies and properly identifies and properly identifies and properly identifies and properly explains visuals such as charts, graphs, and tables. Further, the student fails to include and properly explains visuals such as charts, graphs, and tables. Further, the student fails to include and properly explains visuals such as charts, graphs, and tables.		· •	decisions.		
decisions. 18-20 points 14-17 points 0-13 points		a shared vision for			
Montana PEPPS: The student demonstrates an bimpressive depth of knowledge and level of synthesis in articulating how data-driven decision making profressional growth plans for staff in order to promote the success of all students 18-20 points The student demonstrates a depth of knowledge and level of synthesis in articulating how data-driven decision making profressional growth plans for staff in order to promote the success of all students 18-20 points 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. 18-20 points The student includes and program, and applies it to best practices in teaching and learning. The student includes and program, and applies it to best practices in teaching and learning. The student includes and appendices. The student includes and chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. Further, 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. 18-20 points The student includes and appendices. The student includes and explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate understanding on statistics.		using data to make			
Montana PEPPS: Promote a positive school culture, provide an effective instructional program, and design comprehensive professional growth plans for staff in order to promote the success of all students 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 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 includes and properly identifies all nine chapters in the corresponding a chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. Further, 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. 18-20 points 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. 18-20 points 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. 18-20 points 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. 18-20 points The stud		decisions.			
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 includes and properly identifies all nine chapters all nine chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables.	Maratana DEDDO		·	·	
school culture, provide an effective instructional program, apply best practice to 					
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 18-20 points The student includes and properly identifies all nine chapters all nine chapters all nine chapters all nine chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. I who weldge 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. I so who data-driven decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and learning. I so who data-driven decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and learning. I so best practices	-		•		
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 Section Section Color Co	<u> </u>	· ·			
apply best practice to student learning, and data-driven decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and learning. 18-20 points 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. 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. 18-20 points 14-17 points O-13 points The student includes and appendices. The student includes and tables. Further, the student demonstrates understanding on statistics.		_	•	_	
student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students of all student includes all nine chapters and appendices. The student includes and explains visuals such as charts, graphs, and tables. Further, the student fails to include and explains visuals such as charts, graphs, and tables. of all students of		7	-		
design comprehensive professional growth plans for staff in order to promote the success of all students of all students decision making promotes a positive school culture, an effective instructional program, and applies it to best practices in teaching and learning. 18-20 points The student includes and properly identifies all nine chapters (aligned to the corresponding chapters in the textbook) and appendices. The student dependices. The student dependices. The student dependices. The student dependices. The student demonstrates understanding on statistics. decision making promotes a positive school culture, an effective instructional program, and applies it to best program, and applies it obest program, and applies it to best program, and applies it obest program, and applies		_			
professional growth plans for staff in order to promote the success of all students of all					
plans for staff in order to promote the success of all students of all earning. Of all student includes of all earning. Of all student includes of all earning. Of all seching and learning. Of all seching and learning. O	-	_	'	· ·	
to promote the success of all students of all students culture, an effective instructional program, and applies it to best practices in teaching and learning. 18-20 points 18-20 points The student includes and properly identifies all nine chapters (aligned to the corresponding chapters in the textbook) and appendices. The student demonstrates and properly explains visuals such as charts, graphs, and properly explains visuals such as charts, graphs, and tables. and applies it to best practices in teaching and learning. D-13 points The student includes and appendices. The student includes and appendices. The student fails to include and tables. Further, the student fails to demonstrate understanding on statistics.		'	•	1	
of all students effective instructional program, and applies it to best practices in teaching and learning. 18-20 points The student includes and properly identifies all nine chapters all aline chapters (aligned to the corresponding chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. effective instructional program, and applies it to best practices in teaching and learning. to best practices in teaching teaching and learning. to best practices in teaching and learning. teaching and learning. The student includes the nine chapters and appendices. The student include and explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate understanding on statistics.	1 -	positive school	instructional program,	effective instructional	
instructional program, and applies it to best practices in teaching and learning. 18-20 points The student includes and properly identifies all nine chapters (aligned to the corresponding chapters in the textbook) and appendices. The student includes as charts, graphs, and tables. Further, the student includes and properly explains visuals such as charts, graphs, and tables. Further, the student includes and properly explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate understanding on statistics.	<u> </u>	·	and applies it to best	program, and applies it	
program, and applies it to best practices in teaching and learning. 18-20 points The student includes and properly identifies all nine chapters and chapters in the textbook) and appendices. The student demonstrates and properly explains visuals such as properly explains visuals such as properly explains visuals such as charts, graphs, and tables. Pormat 14-17 points The student includes the nine chapters and appendices. The student includes and explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate understanding on statistics.	of all students	effective	practices in teaching	to best practices in	
applies it to best practices in teaching and learning. 18-20 points The student includes and properly identifies all nine chapters (aligned to the corresponding chapters in the textbook) and appendices. The textbook and appendices. The student fails to include and explains visuals and tables. Further, the student fails to demonstrate understanding on statistics.		instructional	and learning.	teaching and learning.	
practices in teaching and learning. 18-20 points 14-17 points O-13 points The student includes all nine chapters and appendices. The all nine chapters (aligned to the corresponding chapters in the textbook) and appendices. The student demonstrates appendices. The student fails to include and explains visuals such as charts, graphs, and tables. Further, the student includes 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.		program, and			
teaching and learning. 18-20 points 14-17 points O-13 points The student includes and properly identifies all nine chapters and (aligned to the corresponding chapters in the textbook) and appendices. The student demonstrates and appendices. The student demonstrates and tables. Further, the student includes and chapters in the textbook) and appendices. The student demonstrates and tables. Further, the student fails to demonstrate understanding on statistics.		applies it to best			
Learning. 18-20 points 14-17 points 0-13 points		practices in			
The student includes and properly identifies all nine chapters and (aligned to the corresponding chapters in the textbook) and appendices. The student demonstrates and tables. Further, the student includes and tables. Further, the student includes and tables. Further, the student includes and tables. Further, the student demonstrates and tables. Further, the student fails to demonstrate understanding on statistics.		teaching and			
Format The student includes and properly identifies all nine chapters and appendices. The all nine chapters (aligned to the corresponding chapters in the textbook) and appendices. The student includes and chapters in the textbook) and appendices. The student demonstrates and tables. Further, the student includes and tables. Further, the student fails to demonstrate 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.		learning.			
includes and properly identifies all nine chapters and appendices. The student includes and chapters in the textbook) and appendices. The student demonstrates appendices. The student includes and chapters in the textbook) and appendices. The student demonstrates understanding on statistics. In 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.		<u>18-20 points</u>	<u>14-17 points</u>	0-13 points	
properly identifies all nine chapters (aligned to the corresponding chapters in the textbook) and appendices. The student demonstrates appendices. The student demonstrates appendices. The student demonstrates appendices. The student fails to include and explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate the student fails to demonstrate understanding on statistics.	Format			The student includes	
all nine chapters (aligned to the corresponding chapters in the textbook) and appendices. The student includes and explains visuals such as charts, graphs, and tables. Further, the student demonstrates appendices. The student includes and explains visuals such as charts, graphs, and tables. Further, the student fails to include and explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate understanding on statistics. statistics.		includes and	all nine chapters and	the nine chapters and	
(aligned to the corresponding chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. (aligned to the corresponding as charts, graphs, and tables. Further, the student demonstrates understanding on statistics. (aligned to the corresponding as charts, graphs, and explains visuals such as charts, graphs, and tables. Further, the student fails to demonstrate understanding on statistics.		properly identifies	appendices. The	appendices. The	
corresponding chapters in the textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. as charts, graphs, and tables. Further, the student demonstrates understanding on statistics. such as charts, graphs, and tables. Further, the student fails to demonstrate understanding on statistics.		all nine chapters	student includes and	student fails to include	
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. tables. Further, the student fails to demonstrate understanding on statistics.		(aligned to the	explains visuals such	and explains visuals	
textbook) and appendices. The student includes and properly explains visuals such as charts, graphs, and tables. student demonstrates understanding on statistics. the student fails to demonstrate understanding on statistics.		corresponding	as charts, graphs, and	such as charts, graphs,	
appendices. The student includes and properly explains visuals such as charts, graphs, and tables. understanding on statistics. understanding on statistics.		chapters in the	tables. Further, the	and tables. Further,	
student includes and properly explains visuals such as charts, graphs, and tables.		textbook) and	student demonstrates	the student fails to	
and properly explains visuals such as charts, graphs, and tables.		appendices. The	understanding on	demonstrate	
explains visuals such as charts, graphs, and tables.		student includes	_	understanding on	
explains visuals such as charts, graphs, and tables.		and properly		_	
such as charts, graphs, and tables.					
graphs, and tables.		I			
Furtner, tne		Further, the			
student					

	demonstrates understanding on statistics.			
	18-20 points	<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
	0-3 Point	4-5 points	<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.	
Description of District	O-3 Point Poorly written or lacks sufficient detail to be useful to the reader.	4-5 points Well written with sufficient detail to be useful to the reader.	<u>6 Points</u> Very well written and provides a unique perspective for the reader to consider.	
	0-3 Point	<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.	
	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.	Balences with revenue budget and demonstrates understanding of resources needed for a successful school year.	Shows outstanding planning and distrubution of reseorces.	
	0-3 Point	4-5 points	6 - 7 Points	
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

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

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

Appendix E

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

EDLD583	Student		Term	
	ID		0 11 /5	
<u>583B</u>			On-line/Face-to-face/Hybrid	0
Component	Excellent	Acceptable	Unacceptable	Score
	4-5 Points	2-3 points	0-1 Point	
Mission/Vision	Address	Address	Not included/tangentially	
of Institution	Mission	Mission	addressed	
or District	and	and vision		
	vision of	of the		
	the	school/dist		
	school/di	rict		
	strict			
	4-5 Points	2-3 points	<u>0-1 Point</u>	
Mission/Vision	Well-	Addresses	Not included/tangentially	
for Tech	articulate	the plan	addressed	
	d	and		
	purpose	introducto		
	for the	ry remarks		
	plan and	about tech		
	introduct	including		
	ory	vision and		
	remarks	mission for		
	about	Tech		
	tech			
	including			
	vision			
	and			
	mission			
	for Tech			
	4-5 Points	2-3 points	0-1 Point	
Goals,	Well-	Addresses	Not included/tangentially	
Objectives,	articulate	the	addressed	
Strategies	d	purpose		
	purpose	for the		
	for the	plan and		
	plan	about		
	about	district/sch		
	district/sc	ool tech		
	hool tech	needs		
	needs	assessmen		
	assessme	t, goals,		
	nt, goals,	objectives		
	objective			
	S			
	4-5 Points	2-3 points	0-1 Point	

Communicatio	Compreh	Addresses	Not included/tangentially	
n (internal &	ensive	a process	addressed	
External-	Process	to		
Stakeholders)	to	recognize,		
	recognize	utilize, and		
	, utilize,	collaborate		
	and	with the		
	collabora	community		
	te with	to include		
	the	the		
	communi	internal		
	ty to	and		
	include	external		
	the	publics		
	internal			
	and			
	external			
	publics			
	4-5 Points	2-3 points	0-1 Point	
Equity: Special	Compreh	Address	Not included/tangentially	
needs,	ensive	equity	addressed	
assistive	plan to			
technology,	address			
differentiation	equity			
	4-5 Points	<u>2-3 points</u>	<u>0-1 Point</u>	
Technology	Compreh	Addresses	Not included/tangentially	
and	ensively	curriculum	addressed	
Curriculum	addresses	& Tech		
	curriculu			
	m & Tech			
	4-5 Points	2-3 points	<u>0-1 Point</u>	
Change and	Compreh	Includes	Not included/tangentially	
Readiness of	ensively	change	addressed	
the Institution	Includes	and		
	change	readiness		
	and			
	readiness			
	4-5 Points	2-3 points	0-1 Point	
Professional	Compreh	Includes	Not included/tangentially	
Development	ensively	profession	addressed	
	Includes	al		
	professio	Developm		
	nal	ent		
	Develop			
	ment 4 5 Deinte	2 2	0.4 Point	
	4-5 Points	2-3 points	0-1 Point	
Initial	Well-	Includes	Not included/tangentially	
Assessment of	articulate	Initial	addressed	
environment	d Initial	assessmen		
and cyclical	assessme	t of		
refinement	nt of	environme		
	environm	nt and		

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

	nding Law recogniti on 4-5 Points	n of legal aspects 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	
Current Trends	4-5 Points Articulate d current trends and their impact on the district/sc hool	2-3 points Includes Trends	0-1 Point Not included/tangentially addressed	
			<u>Total Score</u>	0

Appendix F

EDLD568	Student ID		Term	
<u>568B</u>			On-line/Face-to-face/Hybrid	
	Excellent to Exemplary	Good to Adequate	Unacceptable	
Component	160-200 points	120-159	0-119	Score
	12-15 Points Has an informative	<u>10-11 Points</u>	<u>0-10 Points</u>	
ntroduction	introduction that	Has an introduction that		
	articulates the	articulates the curriculum	Not included	
	curriculum			
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
	Includes comprehensive	Includes tangentially the		
Preparation and change for the	preparations that will be made to include the	preparations that will be made to	Not included or minimally	
community is considered	internal and external	include the internal and external	addressed	
	publics in the processes	publics in the processes		
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
	Identifies specifically the	Includes tangentially the	Not included or minimally	
A Specific curriculum in identified	curriculum that they are	curriculum that they are	addressed	
	addressing 12-15 Points	addressing 10-11 Points	0-10 Points	
Address the Control of Alexander	Includes the State and		<u></u>	
Addresses the State and National (if any) Curriculum	National (if any)	Includes tangentially the State and National (if any) Curriculum	Not included	
Guidelines/Benchmarks	Curriculum Guidelines/	Guidelines/ Benchmarks	Not included	
,	Benchmarks	·	0.11 Deinte	
	16-20 Points Includes more than one	12-15 Points Includes tangentially more than	<u>0-11 Points</u>	
A look at more than one future option	option for the future	one option for the future	Not included or minimally	
	projection	projection	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	Includes citations from	Includes only a few citations from	New to all add an autotocally.	
	the text and other resources to support the	the text and other resources to	Not included or minimally addressed	
resources	inclusion of an area.	support the inclusion of an area.	auuresseu	
	<u>20-25 Points</u>	<u>15-19 Points</u>	<u>0-14 Points</u>	
	Includes citations from	Includes only a few citations from		
Support for exclusion of content areas	the text and other	the text and other resources to	Not included or minimally	
from the text and other resources	resources to support the exclusion of an area.	support the exclusion of an area.	addressed	
	16-20 Points	<u>12-15 Points</u>	0-11 Points	
	Includes some		<u></u>	
Diversity is addressed	information on the	Includes only tangentially information on the diversity of a	Not included or minimally	
Diversity is addressed	diversity of a class and	class and how to accommodate	addressed	
	how to accommodate 16-20 Points	12 15 Doints	0.11 Points	
		<u>12-15 Points</u>	<u>0-11 Points</u>	
Differentiated in the stine is addressed	Includes some information on how to	Includes only tangentially information on how to	Not included or minimally	
Differentiated instruction is addressed	differentiate the content	differentiate the content	addressed	
			0.400	
	12-15 Points Includes knowledge of	<u>10-11 Points</u> Includes only tangentially	<u>0-10 Points</u>	
Digital-age is included	how the digital age will	information on how the digital	Not included or minimally	
	affect this curriculum	age will affect this curriculum	addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
	If Technology will be	Includes only tangential	Marking day day day 1 1 1 11	
Technology as integrated into the curriculum is addressed	integrated to enhance	information on how or if	Not included or minimally	
curriculum is addressed	the curriculum	technology will be integrated to enhance the curriculum	addressed	
	<u>12-15 Points</u>	10-11 Points	<u>0-10 Points</u>	
	Recognizes that the	Includes only tangential		
Humanistic components are included	participants are human	information on the participants	Not included or minimally	
	and how to establish relationships.	humanity and how to establish relationships	addressed	
	relationships.	relationships		
			Total Score	0

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

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

Appendix G

EDLD520	Student ID		Term	
520A	Studentib		On-line/Face-to-face/Hybrid	0
Component	Adequate	Not Adequate	Unacceptable	Score
component	2 Points	1 Point	0 Points	30010
	Demonstrates a	Does not demonstrates a	<u>01 011163</u>	
Problem & Purpose	thorough understanding	thorough understanding as it	Criteria not evaluated	
Froblem & Fulpose	as it applies to the study	applies to the study	Citteria not evaluateu	
			0.00-11	
	<u>2 Points</u> Demonstrates a	<u>1 Point</u> Does not demonstrates a	<u>0 Points</u>	
I home and he as in			Criteria not evaluated	
Hypothesis	thorough understanding	thorough understanding as it	Criteria not evaluateu	
	as it applies to the study	applies to the study	O.Dalinta	
	2 Points Demonstrates a	<u>1 Point</u> Does not demonstrates a	<u>0 Points</u>	
Review of Literature			Criteria not evaluated	
Review of Literature	thorough understanding	thorough understanding as it	Criteria not evaluated	
	as it applies to the study	applies to the study	O.D.: inte	
	<u>2 Points</u> Demonstrates a	<u>1 Point</u> Does not demonstrates a	<u>0 Points</u>	
Nachbardalam.			Critaria wat avalvata d	
Methodology	thorough understanding	thorough understanding as it	Criteria not evaluated	
	as it applies to the study	applies to the study	O.Dalinta	
	<u>2 Points</u> Demonstrates a	<u>1 Point</u> Does not demonstrates a	<u>O Points</u>	
Sample 9 Concretizability			Criteria not evaluated	
Sample & Generalizability	thorough understanding	thorough understanding as it	Criteria not evaluated	
	as it applies to the study	applies to the study	0.0-11-	
	2 Points	1 Point	<u>0 Points</u>	
Results & Discussion	Demonstrates a	Does not demonstrates a	Criteria not evaluated	
Results & Discussion	thorough understanding	thorough understanding as it	Criteria not evaluated	
	as it applies to the study 2 Points	applies to the study 1 Point	O Delinte	
	Demonstrates a	Does not demonstrates a	<u>0 Points</u>	
References	thorough understanding	thorough understanding as it	Criteria not evaluated	
References	-		Criteria not evaluateu	
	as it applies to the study 2 Points	applies to the study 1 Point	O.Dalinta	
	Demonstrates a	Does not demonstrates a	<u>0 Points</u>	
General Analysis			Criteria not evaluated	
General Analysis	thorough understanding as it applies to the study	thorough understanding as it applies to the study	Criteria not evaluateu	
	2 Points	1 Point	0 Points	
	<u>Z FOIIICS</u>	<u> 1Foint</u>	<u>o Follits</u>	
	Very few mechanical	A few mechanical errors that		
	errors that do not detract	detract from the paper. APA is	Mechanical errors detract from the	
Mechanics/APA	from the paper. Follows	somewhat followed with a	paper. APA is not followed nor is	
	APA style, especially	consistency of format.	there consistency of format.	
	regarding citations	consistency of format.		
	2 Points	1 Point	0 Points	
	Article is provided and	Article is provided but it is		
Article Areas Labeled	critiqued areas easily	difficult to identify the critiqued	Article is not provided or is	
	identified and labeled	areas	provided with no areas identified	
	.ac.itiiica aila labelea	ui cus		
			Total Score	0 -
			<u>-0.12.0001C</u>	

EDLD520	Student ID		Term	
<u>520A</u>			On-line/Face-to- face/Hybrid	0
Component	Adequate	Not Adequate	Unacceptable	Score
	2 Points	1 Point	<u>O 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	
	2 Points	1 Point	<u>O 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	
	2 Points	1 Point	<u>0 Points</u>	

Review of Literature	Demonstrates a	Does not	Criteria not evaluated	
Review of Literature	thorough	demonstrates a	Criteria not evaluateu	
	understanding	thorough		
	as it applies to	understanding as it		
	the study	applies to the study	0.00	
	2 Points	1 Point	<u>O Points</u>	
Methodology	Demonstrates a	Does not	Criteria not evaluated	
	thorough	demonstrates a		
	understanding	thorough		
	as it applies to	understanding as it		
	the study	applies to the study		
	2 Points	1 Point	<u>0 Points</u>	
Sample &	Demonstrates a	Does not	Criteria not evaluated	
Generalizability	thorough	demonstrates a		
	understanding	thorough		
	as it applies to	understanding as it		
	the study	applies to the study		
	2 Points	1 Point	<u>O Points</u>	
Results & Discussion	Demonstrates a	Does not	Criteria not evaluated	
	thorough	demonstrates a		
	understanding	thorough		
	as it applies to	understanding as it		
	the study	applies to the study		
	2 Points	1 Point	0 Points	
References	Demonstrates a	Does not	Criteria not evaluated	
	thorough	demonstrates a		
	understanding	thorough		
	as it applies to	understanding as it		
	the study	applies to the study		
	2 Points	1 Point	0 Points	
General Analysis	Demonstrates a	Does not	Criteria not evaluated	
General Analysis	thorough	demonstrates a	criteria not evaluatea	
	understanding	thorough		
	as it applies to	understanding as it		
	the study	applies to the study		
	2 Points	1 Point	0 Points	
Machanias / ADA	+ 	A few mechanical	Mechanical errors	
Mechanics/APA	Very few	errors that detract		
	mechanical		detract from the paper.	
	errors that do	from the paper. APA is	APA is not followed nor	
	not detract from	somewhat followed	is there consistency of	
	the paper.	with a consistency of	format.	
	Follows APA	format.		
	style, especially			
	regarding			
	citations	4.5.1.	0.0.	
	2 Points	1 Point	<u>O Points</u>	
Article Areas Labeled	Article is	Article is provided but	Article is not provided	
	provided and	it is difficult to identify	or is provided with no	
	critiqued areas	the critiqued areas	areas identified	
	easily identified			
	and labeled			
		· · · · · · · · · · · · · · · · · · ·		

Appendix H

EDLD559 559A	Student ID		Term On-line/Face-to-face/Hybrid	0
Component	Excellent to Exemplary 160-200 points	Good to Adequate 120-159	Unacceptable 0-119	Score
	9-10 Point	7-8 points	0-6 Points	
Preparatory Needs Assessment Introduction to prepare the reader for the plan and introduces the purposes of PR plan	Well-articulated purpose for the plan and introductory remarks about PR including the needs assessment	Briefly addresses the purpose for the plan and introductory remarks about PR including the needs assessment	Not included	
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	9-10 Point 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	7-8 points 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	0-6 Points Not included or minimally addressed	
	the community is heard and considered. 9-10 Point	considered. 7-8 points	<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.	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	
Recognizes and Specifies the Internal and External Public in the school/district	collaborate with the community to include the internal and external publics	collaborate with the community to include the internal and external publics	<u>0-10 Points</u> Not included or minimally addressed	
Changes in Society Retirees, Poverty,	28-35 Point	25-27 points	0-24 Points	
Demographics etc. Includes the Sociological Inventory Changes in Society Retirees, Poverty, Demographics etc. Includes the Sociological Inventory	Comprehensive look at changes in their society A comprehensive Sociological Inventory	Includes tangential look at changes in their society. A tangential Sociological Inventory	Not included Not included or minimally addressed	
	9-10 Point	7-8 points	0-6 Points	
Recognize this plan is a flexible community plan and there are time when changes will be required	Includes the understanding of flexible and community, and articulates more than one option for the future projection	Includes tangentially the understanding of flexible and community, and articulates more than one option for the future projection	Not included or minimally addressed	
Recognizes capacity and Resources that are available (human and other resources)	9-10 Point Recognizes the appropriate use of resources but also looks to options to find opportunities	7-8 points Includes recognition tangentially of the appropriate use of resources but also looks to options to find opportunities	0-6 Points Not included or minimally addressed	
Inclusion of theories that show support for the positions taken with citations from the text and other resources	16-20 Point Includes citations from the text and other resources to support the direction of the plan.	14-15 points Includes only a few citations from the text and other resources to support the direction of the plan.	<u>0-13 Points</u> Not included or minimally addressed	
Includes A Crisis Plan in terms of PR	9-10 Point Comprehensive PR Crisis Plan that aligns with the school/district crisis	7-8 points Tangentially or very briefly mentioned a PR Crisis Plan	0-6 Points Not included or minimally addressed	
Diversity and sensitivity to ethnic and cultural community members is	plan. 16-20 Point Includes some information on the diversity and sensitivity	14-15 points Includes only tangentially information on the diversity and sensitivity to the community and	0-13 Points Not included or minimally addressed	
included for example Indian Ed for All	of the community and how to accommodate 9-10 Point Includes a	how to accommodate 7-8 points	<u>0-6 Points</u>	
Recognizes the importance of establishing purposeful relationships with the multi-media sources	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	
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	16-20 Point Includes knowledge of how the digital age will affects PR If technology will be integrated to enhance PR of the school/district	14-15 points 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	<u>0-13 Points</u> Not included or minimally addressed	
Emphasizes human relationships	9-10 Point Recognizes that the participants are human and how to establish relationships.	7-8 points Includes only tangential information on the participants' humanity and how to establish relationships	<u>0-6 Points</u> Not included or minimally addressed	
Conclusion and an Annual Review and Evaluation	9-10 Point Comprehensively addresses an Annual evaluation review should include both formative and summative assessments of the PR pian. This evaluation should serve to determine to what extent the mission and goals have been achievedShould 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	O-6 Points	

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

Recognizes and Specifies	Comprehensive	Includes tangentially a	Not included or	
the Internal and External	Process to	process to recognize,	minimally addressed	
Public in the	recognize,	utilize, and		
school/district	utilize, and	collaborate with the		
	collaborate with	community to include		
	the community	the internal and		
	to include the	external publics		
	internal and			
	external publics			
	28-35 Point	<u>25-27 points</u>	0-24 Points	
Changes in Society	Comprehensive	Includes tangential	Not included	
Retirees, Poverty,	look at changes	look at changes in	Not included or	
Demographics etc.	in their society A	their society. A	minimally addressed	
Includes the Sociological	comprehensive	tangential		
Inventory Changes in	Sociological	Sociological Inventory		
Society Potirogs Powerty	Inventory			
Retirees, Poverty,				
Demographics etc.				
Includes the Sociological				
Inventory				
	9-10 Point	7-8 points	0-6 Points	
Recognize this plan is a	Includes the	Includes tangentially	Not included or	
flexible community plan	understanding	the understanding of	minimally addressed	
and there are time when	of flexible and	flexible and	,	
changes will be required	community, and	community, and		
	articulates more	articulates more than		
	than one option	one option for the		
	for the future	future projection		
	projection			
	<u>9-10 Point</u>	7-8 points	0-6 Points	
Recognizes capacity and	Recognizes the	Includes recognition	Not included or	
Resources that are	appropriate use	tangentially of	minimally addressed	
available (human and	of resources but	the appropriate use of		
other resources)	also looks to	resources but also		
	options to find	looks to options to		
	opportunities	find opportunities		
	<u>16-20 Point</u>	14-15 points	<u>0-13 Points</u>	
Inclusion of theories that	Includes	Includes only a few	Not included or	
show support for the	citations from	citations from the text	minimally addressed	
positions taken with	the text and	and other resources to		
citations from the text	other resources	support the direction		
and other resources	to support the	of the plan.		
	direction of the			
	plan.	7.0	0.60	
	9-10 Point	7-8 points	<u>0-6 Points</u>	
Includes A Crisis Plan in	Comprehensive	Tangentially or very	Not included or	
terms of PR	PR Crisis Plan	briefly mentioned a PR Crisis Plan	minimally addressed	
	that aligns with the	rn Ciisis Pidii		
	school/district			
	crisis plan.			
	crisis piari.			

	16-20 Point	14-15 points	0-13 Points
Diversity and sensitivity	Includes some	Includes only	Not included or
to ethnic and cultural	information on	tangentially	minimally addressed
community members is	the diversity and	information on the	minimum addressed
included for example	sensitivity of the	diversity and	
Indian Ed for All	community and	sensitivity to the	
	how to	community and how	
	accommodate	to accommodate	
	9-10 Point	7-8 points	0-6 Points
Recognizes the	Includes a	Includes only	Not included or
importance of	comprehensive	tangentially	minimally addressed
establishing purposeful	process for	information on how to	Initially addressed
relationships with the	establishing and	relate to the multi-	
multi-media sources	nurturing these	media outlets and	
muiti-media sources	multi- media	sources	
	relationships	Sources	
	16-20 Point	14-15 points	0-13 Points
Digital-age is included	Includes	Includes only	Not included or
And discussion to	knowledge of	tangentially	minimally addressed
consider how to use	how the digital	information on how	Initially addressed
digital communities, cell	age will affects	the digital age will	
phone etc.	PR If technology	affect PR Includes only	
Technology enhancing	will be	tangentially how or if	
the School/District's	integrated to	technology will	
ability to establish and	enhance PR of	enhance PR for the	
maintain relationships	the	school district	
	school/district	Seriour district	
	9-10 Point	7-8 points	0-6 Points
Emphasizes human	Recognizes that	Includes only	Not included or
relationships	the participants	tangential information	minimally addressed
	are human and	on the participants'	, 220.0000
	how to establish	humanity and how to	
	relationships.	establish relationships	
	9-10 Point	7-8 points	0-6 Points
	ı 		<u> </u>

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

Appendix I

EDLD653	Student ID		Term	
653L	- Ottage		On-line/Face-to-face/Hybrid	
Component	Exemplary	Adequate	Not Adequate	Score
	5 Points	4 Points	3-0 Points	
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.	
Job descriptions outlined and utilized.	5 Points The standard is addressed in a manner that demonstrates a depth of knowledge and understanding.	4 Points The standard is addressed in a manner not demonstrating a depth of knowledge and understanding.	3-0 Points 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>	3-0 Points	
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>	4 Points	3-0 Points	
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.	
	5 Points	4 Points	<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>	3-0 Points	
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>	3-0 Points	
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>	3-0 Points	
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

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

		1	T	1
Mission statement	The standard is	The standard is	The standard is either	
clearly articulated and	addressed in a	addressed in a manner	missing or addressed in	
integrated. (PEPP a)	manner that	not demonstrating a	a cursory manner.	
	demonstrates a	depth of knowledge		
	depth of	and understanding.		
	knowledge and			
	understanding.			
	<u>5 Points</u>	<u>4 Points</u>	3-0 Points	
Job descriptions outlined	The standard is	The standard is	The standard is either	
and utilized.	addressed in a	addressed in a manner	missing or addressed in	
	manner that	not demonstrating a	a cursory manner.	
	demonstrates a	depth of knowledge		
	depth of	and understanding.		
	knowledge and			
	understanding.			
	<u>5 Points</u>	4 Points	3-0 Points	
Comprehensive	The standard is	The standard is	The standard is either	
recruitment plan	addressed in a	addressed in a manner	missing or addressed in	
articulated (PEPP c)	manner that	not demonstrating a	a cursory manner.	
	demonstrates a	depth of knowledge		
	depth of	and understanding.		
	knowledge and			
	understanding.			
	5 Points	4 Points	3-0 Points	
Screening process	The standard is	The standard is	The standard is either	
articulated	addressed in a	addressed in a manner	missing or addressed in	
	manner that	not demonstrating a	a cursory manner.	
	demonstrates a	depth of knowledge		
	depth of	and understanding.		
	knowledge and			
	understanding.			
	<u>5 Points</u>	<u>4 Points</u>	3-0 Points	
Public Relations aspects	The standard is	The standard is	The standard is either	
of HR plan articulated.	addressed in a	addressed in a manner	missing or addressed in	
	manner that	not demonstrating a	a cursory manner.	
	demonstrates a	depth of knowledge		
	depth of	and understanding.		
	knowledge and			
	understanding.			
	<u>5 Points</u>	4 Points	3-0 Points	
Address the Montana	The standard is	The standard is	The standard is either	
PEPP Standard- Act with	addressed in a	addressed in a manner	missing or addressed in	
integrity, fairness, and in	manner that	not demonstrating a	a cursory manner.	
an ethical manner.	demonstrates a	depth of knowledge		
	depth of	and understanding.		
	knowledge and			
	understanding.			
	<u>5 Points</u>	<u>4 Points</u>	3-0 Points	

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

Appendix J

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

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

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.	
	3 Points	2 Points	1 Point	
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	Student ID		Term	
<u>502B</u>			On-line/Face-to-face/Hybrid	0
Component	Excellent	Acceptable	Unacceptable	Score
	10-9 Points	8 points	<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>	4 points	3-0 Points	
Indicates the Philosophical School(s) of Thought (PSoT) and philosophers	Influence of supporting PSoT and personal	PSoT supporting personal	Description of PSoT supporting personal philosophy weak or	
influencing their personal educational	philosophy articulated in	philosophy noted	missing	
philosophy	detail		missing	
How personal philosophy (PP) will be			2.00-1-1-	
evident in:	5 Points Influence of PP	<u>4 points</u>	3-0 Points	
a) creating a shared vision;	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>	4 points	3-0 Points	
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	
			-	
			<u>Total Score</u>	0

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

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

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

Appendix L

EDLD550	Student ID		Term	
<u>550B</u>			On-line/Face-to-face/Hybrid	0
Component	Exemplary	Adequate	Unacceptable	Score
	<u>5 Points</u>	4-3 points	2-0 Points	
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>	4-3 points	2-0 Points	
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>	4-3 points	2-0 Points	
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

EDLD550	Student ID		Term	
<u>550B</u>			On-line/Face-to- face/Hybrid	
Component	Exemplary	Adequate	Unacceptable	Score
	<u>5 Points</u>	4-3 points	2-0 Points	
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>	4-3 points	2-0 Points	
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>	4-3 points	2-0 Points	

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

Appendix M

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

EDLD554	Student ID		Term	
<u>554C</u>			On-line/Face-to- face/Hybrid	
Component	Unacceptable	Adequate	Excellent	Score
	0-6 Points	7-8 points	<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.	
	0-6 Points	7-8 points	<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>	7-8 points	<u>9-10 Points</u>	

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

Appendix N

EDLD551 551F	Student ID		Term On-line/Face-to-face/Hybrid	0
Component	Excellent to Exemplary	Acceptable	Unacceptable	Score
Definition of Curriculum Leadership	18-20 Points The student clearly exhibits outstanding ability to articulate a definition of leadership and apply it to appropriate practices in order to improve	14-17 points 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.	O-13 Points 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.	
	educational outcomes of 18-20 Points	14-17 points	0-13 Points	
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	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.	
	18-20 Points	14-17 points	<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."	
	18-20 Points	14-17 points	0-13 Points	
Curriculum Processes	for both scholars and practitioners. The student also demonstrates an impressive depth of understanding needed in leaders to make curricular changes.	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.	
	18-20 Points	14-17 points	0-13 Points	
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.	
	18-20 Points	14-17 points	<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.	
Mechanics and Citations	18-20 Points The student follows APA format with very few mechanical errors. The student makes appropriate citations thorough out the paper.	14-17 points The student follows APA format and mechanical errors do not detract from the paper. The student makes appropriate citations thorough out the paper.	O-13 Points 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
			- Jotal Score	· · · · · · · · · · · · · · · · · · ·

EDLD551	Student ID		Term	
551F			On-line/Face-to-	
			face/Hybrid	
Component	Excellent to	Acceptable	Unacceptable	Score
	Exemplary			
	18-20 Points	14-17 points	0-13 Points	

Definition of Curriculum	The student	The student clearly	The student does not	
Leadership	clearly exhibits	exhibits an ability to	clearly exhibits	
-	outstanding	articulate a definition	outstanding ability to	
	ability to	of leadership and	articulate a definition of	
	articulate a	apply it to appropriate	leadership and apply it	
	definition of	practices in order to	to appropriate practices	
	leadership and	improve educational	in order to improve	
	apply it to	outcomes of all	educational outcomes	
	appropriate	students in a school.	of all students in a	
	practices in		school.	
	order to			
	improve			
	educational			
	outcomes of all			
	students in a			
	school.	444-		
	18-20 Points	14-17 points	0-13 Points	
Philosophy of Curriculum	The student is	The student is adept at	The student is not	
Leadership	highly adept at	creatively articulating	highly adept at	
	creatively	his/her philosophy of	creatively articulating	
	articulating	curriculum leadership. An overview of	his/her philosophy of	
	his/her philosophy of		curriculum leadership. An overview of	
	curriculum	curriculum leadership along with the	curriculum leadership	
	leadership. An	essential elements of	along with the essential	
	overview of	curriculum	elements of curriculum	
	curriculum	foundations needs to	foundations needs to be	
	leadership along	be included.	included.	
	with the	be included.	meradea.	
	essential			
	elements of			
	curriculum			
	foundations			
	needs to be			
	included.			
	<u>18-20 Points</u>	<u>14-17 points</u>	0-13 Points	
Theory and Research on	The student	The student includes a	The student does not	
Curriculum and	includes a	review of curriculum	include a review of	
Curriculum Leadership	detailed review	leadership theory and	curriculum leadership	
	of curriculum	research. The student	theory and research.	
	leadership	will also identify a	The student does not	
	theory and	definition of	identify a definition of	
	research. The	"scientifically based	"scientifically based	
	student will also	methods."	methods."	
	identify a definition of			
	"scientifically based			
	methods."			
	18-20 Points	14-17 points	0-13 Points	
	<u> </u>	<u> </u>	<u> </u>	

0 1 5		· · ·	-1 . 1 . 5	
Curriculum Processes	The student	The student	The student fails to	
	demonstrates	demonstrates a depth	demonstrate a depth of	
	an impressive	of knowledge and	knowledge and	
	depth of	synthesis in	synthesis in articulating	
	knowledge and	articulating the history	the history and process	
	synthesis in	and process of	of curriculum	
	articulating the	curriculum	development for both	
	history and	development for both	scholars and	
	process of	scholars and	practitioners. The	
	curriculum	practitioners. The	student also fails to	
	development for	student also	demonstrate a depth of	
	both scholars	demonstrates a depth	understanding needed	
	and	of understanding	in leaders to make	
	practitioners.	needed in leaders to	curricular changes.	
	The student also	make curricular		
	demonstrates	changes.		
	an impressive			
	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	The student clearly	The student does not	
	clearly states a	states a	clearly states a	
	detailed	comprehensive plan	comprehensive plan for	
	comprehensive	for supervising the	supervising the	
	plan for	curriculum (both	curriculum (both	
	supervising the	teachers and	teachers and materials),	
	curriculum (both	materials), developing	developing and	
	teachers and	and implementing	implementing	
	materials),	curriculum, aligning	curriculum, aligning the	
	developing and	the curriculum (both	curriculum (both	
	implementing	vertically and	vertically and	
	curriculum,	horizontally), and	horizontally), and	
	aligning the	evaluating the	evaluating the	
	curriculum (both	curriculum.	curriculum.	
	vertically and			
	horizontally),			
	and evaluating			
	the curriculum.			
	18-20 Points	14-17 points	0-13 Points	
	l .	l .	i e e e e e e e e e e e e e e e e e e e	1

	1		I	1
Curriculum Leadership in	The student	The student includes	The student does not	
the Current Trends in	includes a	an examination of	include an examination	
Curriculum	detailed	trends in the subject	of trends in the subject	
	examination of	areas, across the	areas, across the	
	trends in the	curriculum or	curriculum or	
	subject areas,	individualizing the	individualizing the	
	across the	curriculum. This could	curriculum. This could	
	curriculum or	include needs of	include needs of special	
	individualizing	special learners, global	learners, global	
	the curriculum.	curriculum,	curriculum,	
	This could	multicultural	multicultural education,	
	include needs of	education, or current	or current research in	
	special learners,	research in	neuroscience.	
	global	neuroscience.		
	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	The student follows	The student partially	
	follows APA	APA format and	follows APA format and	
	format with very	mechanical errors do	mechanical errors	
	few mechanical	not detract from the	detract from the paper.	
	errors. The	paper. The student	The student does not	
	student makes	makes appropriate	make appropriate	
	appropriate	citations thorough out	citations thorough out	
	citations	the paper.	the paper.	
	thorough out			
	the paper.			
			Total Score	0
		l .	1	

Montana NELP Standards

Standard 1: Mission, Vision, and Improvement				
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 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.			
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. Program provides evidence of candidate knowledge of: 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	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. Program provides evidence of candidate knowledge of: 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			
Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. Program provides evidence of candidate knowledge of:	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.			
 Research on school improvement Formal processes of iterative, evidence-informed improvement Data collection, analysis, and use Implementation theory and research 	Program provides evidence of candidate knowledge of: 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			

Standard 2: Ethics and Professional Norms

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

Building

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

District

5. Implementation theory and research

capacity to advocate for ethical decisions and cultivate and enact professional norms.

capacity to advocate for ethical decisions and cultivate professional norms and culture.

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.

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.

Program provides evidence of candidate knowledge of:

- 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

Program provides evidence of candidate knowledge of:

- 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

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

Program provides evidence of candidate knowledge of:

- 1. Research on decision making
- 2. Decision-making processes
- 3. Guidelines for ethical and legal decision making

Program provides evidence of candidate knowledge of:

- 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

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.

Program provides evidence of candidate knowledge of:

- 1. Ethical practice
- 2. Approaches to cultivating ethical behavior in others

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.

- 1. Ethical practice
- 2. Approaches to cultivating ethical behavior in others

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Building Candidates who successfully complete a building-level educational Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being capacity to promote the current and future success and well-being of each student and adult, including American Indians and tribes of of each student and adult, including American Indians and tribes of Montana, by applying the knowledge, skills, and commitments Montana, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. culturally responsive, and inclusive district culture. Component 3.1 Program completers understand and demonstrate Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and the capacity to evaluate, cultivate, and advocate for a supportive advocate for a supportive and inclusive school culture. and inclusive district culture. Program provides evidence of candidate knowledge of: Program provides evidence of candidate knowledge of: 1. Dimensions of positive school culture (i.e., safe, healthy, 1. Research on inclusive district cultures caring, responsive, inclusive, and respectful) 2. Dimensions of positive and inclusive district culture (i.e., 2. Research on inclusive school cultures fair, safe, healthy, caring, responsive, inclusive, and 3. Processes for evaluating school culture respectful) 4. Processes for effecting changes to school culture 3. Processes for evaluating district culture 5. Engaging in advocacy for all students, including American 4. Processes for fostering cultural change Indians and tribes of Montana 5. Strategies for advocacy for all students, including American Indians and tribes of Montana Component 3.2 Program completers understand and demonstrate Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities access to safe and nurturing schools and the opportunities and that support the educational success and well-being of each resources, including instructional materials, technologies, student. classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student. Program provides evidence of candidate knowledge of: 1. Research on the consequences for students of equitable Program provides evidence of candidate knowledge of: and inequitable use of educational resources and 1. Research on the consequences for students of equitable and inequitable use of educational resources and opportunities 2. Equitable allocation of educational resources, procedures, opportunities and opportunities (i.e., materials, technologies, media, 2. Equitable allocation of educational opportunities and teachers, social and behavioral supports, interventions, resources, including instructional materials, technologies, and adult relationships) classrooms, teachers, interventions, and adult

- 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
- relationships
- 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

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.

Program provides evidence of candidate knowledge of:

- 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

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.

- 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

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

Standard 4: Learning and Instruction

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 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.

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.

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:

Program provides evidence of candidate knowledge of:

- Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports
- 1. Research on the leadership of academic and non-academic programs
- 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
- Approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems
- supports for academic and nonacademic programs
 4. Infrastructures for the ongoing support of academic and non-academic programs

3. Evidence-based curricula, use of technology, and other

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.

Program provides evidence of candidate knowledge of:

- Evidence-based instructional practices for different student populations, including American Indians and tribes of Montana,
- Curricula, educational technologies, and other educational resources that support digital literacy among students and adults
- 3. Educational service providers
- Approaches to coordinating resources and services in support of the school's academic and non-academic services

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.

Program provides evidence of candidate knowledge of:

- Research on the effective and ineffective assessment of student learning and well-being
- 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

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.

Program provides evidence that candidates demonstrate skills required to:

- 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
- 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

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.

- 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

 Approaches to coordinating among assessments, instructional improvement, and educational service delivery 3. Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data

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.

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.

Program provides evidence of candidate knowledge of:

Program provides evidence of candidate knowledge of:

- Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices
- 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
- 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 building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services
- Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources
- 4. Approaches and strategies for supporting faculty collaboration

Standard 5: Community and External Leadership

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

Building

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.

District

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.1 Program completers understand and demonstrate

Program provides evidence of candidate knowledge of:

and community.

Program provides evidence of candidate knowledge of:

- 1. Research on the role of families in supporting student learning in and out school
- 1. Research on the role of families in supporting student learning in and out of school

2. Research on student and family diversity

 Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school, with special consideration of American Indians and tribes of Montana

 Strategies for understanding and cultivating relationships with families and engaging them in their children's education, with special consideration of American Indians and tribes of Montana

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.

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.

Program provides evidence of candidate knowledge of:

Program provides evidence of candidate knowledge of:

 School organizational cultures that promote community engagement, including American Indians and tribes of Montana

1. Research on student, family, and community diversity

- 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
- 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
- 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

Building

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.

Program provides evidence of candidate knowledge of:

- 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

District

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.

- 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

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.

Building

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.

Program provides evidence of candidate knowledge of:

- 1. Research on school management, operations, use of technologies, communication, and governance systems
- 2. Principles of systems management and continuous improvement
- 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
- Processes for developing and implementing management, communication, technology, school-level governance, and operation systems
- Use of technology to enhance learning and program management

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.

Program provides evidence of candidate knowledge of:

- 1. School-based budgeting
- 2. Strategies for acquiring resources
- 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

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.

Program provides evidence of candidate knowledge of:

 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 District

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.

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.

Program provides evidence of candidate knowledge of:

- 1. Research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations
- Research, theories, and best practices concerning the management of operations, technology, communications, and governance systems
- 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

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.

Program provides evidence of candidate knowledge of:

- 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

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.

Program provides evidence of candidate knowledge of:

 Research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff

- Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities, including tribal laws and regulations
- 3. Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety
- 4. The role of collective bargaining agreements

- 2. Strategies for engaging school and district staff in the recruitment and selection process
- 3. Strategic data-informed staffing based on student, school, and district needs
- 4. Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being
- 5. Strategies for cultivating leadership among school and district staff

Standard 7: Building Professional Capacity

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 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.

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.

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.

Program provides evidence of candidate knowledge of:

- 1. Research on teacher recruitment, hiring, and selection Program provides evidence of candidate knowledge of:
- 2. Practices for recruiting, selecting, and hiring school staff
- 3. Strategic staffing based on student, school, and staff needs
- - 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

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.

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.

Program provides evidence of candidate knowledge of:

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

Program provides evidence of candidate knowledge of:

- 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

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.

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.

Program provides evidence of candidate knowledge of:

- 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

- 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
- Strategies for accessing information about: (a) policy, (b) local, state, tribal, and federal contexts, and (c) the policy implications for various contexts

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

Program provides evidence of candidate knowledge of:

improvement and student success.

- 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

 Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders

5. The role of the collective bargaining agreement

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.

Program provides evidence that candidates demonstrate skills required to:

- Use evidence to evaluate district needs and priorities visà-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

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.

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.