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Spring 2-1-2021

### EDLD 660.50: Adult and Continuing Education

Frances O'Reilly

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## ***Syllabus: Adult and Continuing Education***

EDLD 660.50 On-Line

The University Of Montana-Missoula

Phyllis J. Washington College of Education and Human Sciences

### ***Spring 2021:***

Faculty Information: Professor: Dr. Frances O'Reilly

Office: Education 204:

Campus Phone: (406)243-5608

E-Mail: frances.oreilly @ umontana.edu

***Course Purpose:*** Adult and Continuing Education is designed to introduce the philosophy, theories and current practices in the field of adult education. Andragogy is the study of best scenarios to promote and enhance how adults learn.

***Course Objective:*** The objective of this course is to familiarize the student with the development of adult education and assist them in creating functional adult education environments.

***Text:*** *The Adult Learner*, Knowles. Holton and Swanson, 2015

Other resources and PDFs as posted in Course Information

### ***Session Schedule:***

Week of:

*Week 1 January 26-February 1* Introductions

*Week 2 February 2-8* Read Chapters 1-Introduction to Adult Learning, and 2-Exploring the World of Learning, participate in the Moodle discussion and take Quiz

*Week 3 February 9-15* Chapters 3-Andragogy a Theory of Adult Learning and 4-The Andragogical Process Model of Learning , participate in the Moodle discussion

*Week 4 February 16-22* Chapters 6 and 7 , participate in the Moodle discussion  
Chapter 6: Theories of Learning and Chapter 7: Theories of Teaching

*Week 5 February 23-March 1* Chapters 8 and 5 , participate in the Moodle discussion  
Chapter 5: Andragogy in Practice and Chapter 8: Adult Learning within Resource Development (

*Week 6 March 2-8* Chapters 9&10 , participate in the Moodle discussion  
Chapter 9: New Perspectives on Andragogy and Chapter 10: Beyond Andragogy

*Week 7 March 9-15* Chapters 11&12 and 21 , participate in the Moodle discussion and send your paper (assignment #1) on the technology question in Chapter 21 and the Moodle discussion to professor at [frances.oreilly@umontana.edu](mailto:frances.oreilly@umontana.edu)

Chapter 21: Future of Andragogy and Chapter 11: Information Technology and Chapter 12: Neuroscience and Andragogy

**The paper Assignment #1:** Chapter 21 The Future of Andragogy, has an interesting section which discusses the topic of technology-mediated learning as it applies to adult learners. I believe that this is an important concept in that educators have done a job of trying to utilize technology in the area of pk-12 schooling. Most of the reasons given for the limited use of technology in America's schools center around concerns about protecting children from inappropriate Internet sites. Since this argument does not necessarily apply in the same manner to adult learners, the question remains "how can we best utilize technology in the realm of adult education"? At the most this answer should only be approx. 5 pages, double spaces 12 font and APA format and cite research or authors including class resources (Text and posted material) in your answer. Please also summarize your answer for your classmates to read in the section for the summary in Moodle. Use the rubric in this syllabus for a guide. Email by March 15, to : [frances.oreilly@umontana.edu](mailto:frances.oreilly@umontana.edu)

*Week 8 March 16-23* Chapters 13 & 14, participate in the Moodle discussion  
Chapter 13: Whole Part Whole Learning Model and Chapter 14: From Teacher to Facilitator of Learning

*Week 9 March 23-29 Chapters 15 &16,*  
Chapter 15: Guideline for Using Learning Contract and Chapter 16:Course Competency Diagnostic and Planning Guide  
participate in the Moodle discussion and please send your paper on the Learning Contract (assignment #2) to the professor at [frances.oreilly@umontana.edu](mailto:frances.oreilly@umontana.edu) **This week will be a short paper (Paper #2).** This paper should be about 3-4 pages at most and is due by March 29 at midnight. Please summarize and share your 5-step learning process with the class in the section for that and then send the completed copy of the whole learning contract to me at [frances.oreilly@umontana.edu](mailto:frances.oreilly@umontana.edu)  
Remember to cite research or authors including class resources in your answer. Use the criteria that the text communicates that should be included in the 5-step learning process and the Rubric for papers included in this syllabus.

*Week 10 March 30-April 5* Chapters 17 & 18, participate in the Moodle discussion, Chapter 17: Personal Adult Learning Style Delivery and Inventory and Chapter 18:Effective Technology Based Adult learning

**Final Papers Due by Midnight April 5** or a time agreed on by the student and the professor (assignment paper #3). Please use the rubric in this syllabus as a guide.

### **Final Assignment Paper #3-Research Paper:**

The research topic: Write a approx. 8 page paper (APA) that will inform the reader how the information you learned in this class will be used to inform your teaching, leading, and interactions with adult learners. Cite from the text and other resources to support your position. Remember to include a title page, Appendix B example, and a references page.

### ***Instructional Methods:***

This on-line section of Adult and Continuing Education consists of 10 weekly sessions. There are nineteen chapters in our text and the discussions and activities will center around about two chapters every week. There will be a reading quiz (obviously open-book) some weeks as per the syllabus. There will be questions to ponder with your classmates in the Moodle discussions and answer to demonstrate your insight and knowledge of the topics at hand.

Online learning is a markedly different format for instruction in that it is asynchronous and lacks the traditional face-to-face interpersonal contact typical of on-campus courses. As a result there are different expectations for students in an online section. While it is possible to be a somewhat passive participant in a traditional on-campus class, listening to lectures and class discussions without actively engaging in the discussion, this is not possible online. If you do not actively participate in the discussion forums, you are absent from class! It is expected that every student will participate in class every week, by answering the question or questions posed and engaging in the class discussion with other students. Please cite references including the text, PDFs, and other resources to support your answers.

I would ask that each student start an original thread each week in the forum(s) answering a question and then respond to at least two of your classmate's original threads and in that way you are also answering those questions. It is not necessary to respond to every comment that your classmates offer, but at the same time comments like "Great point, Ralph"! or "I agree", do not constitute a discussion! Students are expected to actively participate in discussions and post questions and comments at appropriate times during the class.

There will be a Research Assignment Final Paper, and Chapter Tests

### ***Chapter Quizzes:***

Two weeks, you will have a quiz related to the assigned chapter from *The Adult Learner*. Your text may be used during the exams. Reading the chapters in advance makes this process functional.

### ***Course Expectations***

Regular and consistent class attendance and active student participation in discussion will enable students to attain the course objectives. Students will be current in assigned readings for the course, and will submit all papers and projects as scheduled. Students who anticipate an absence

from class are asked to contact the instructor prior to the absence. Students are responsible for course material and assignments in their absence.

## *Missions*

### *The University of Montana Mission Statement*

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

### *Phyllis J. Washington College of Education and Human Sciences Mission Statement*

The PJW College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

### *Educational Leadership Mission Statement*

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

## *Conceptual Framework*

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a

cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

### *Integration of Ideas*

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will utilize previous subject knowledge and address actual educational problems in their Moodle discussion, papers, and assignments.*

### *Cooperative Endeavors*

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students will participate in a variety of group discussions on Moodle and will be assessed in their ability to be a contributing member of class according to the instructions in the Syllabus on the minimum of number of times to enter the discussion, and what constitutes a substantive contribution to the discussion.*

### *Respect for Diversity and Individual Worth*

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. They are also expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

## **INSTRUCTIONAL METHODS**

Instructional methods may include discussion board, student initial entry to answer the week's questions, cooperative/collaborative learning, and individual/ or group discussions, research and papers.

### *Class Lectures: (Required)*

Each week we will have one class on the boards but possibly more than one forum. Class lectures PowerPoint's will be opened (available to students) a few days before the week begins on Tuesday. The lectures will be presented through MS PowerPoint slides or PDFs or outlined notes. You can download a free "view only" version of PowerPoint from Microsoft. The

download can be located at <http://office.microsoft.com/en-us/downloads/results.aspx?qu=powerpoint&av=DCT000>.

### *Weekly Moodle Class Discussion (Required)*

#### Moodle Discussions:

Class participation points will be awarded each week from these Moodle discussions. Some weeks have more than one forum for discussion. You must get into all the discussion forums for a particular week. You will need to (a) post your original thread in the discussion board in each forum and (b) respond to at least 2 of your classmate's original discussion in each forum during the week Beginning Tuesday and ending Mondays midnight.

Discussion posts will be graded each week. No points will be earned for postings occurring after the midnight Tuesday unless additional time has been afforded the student by the instructor.

Each class discussion forum will be monitored for student participation.

For each forum students will receive one of the following scores for their participation:

3 points for thorough contributions that stimulate discussion including interacting with other students in the group, citing references to support your answer, and substantive information is included.

1 point for contributing only in a cursory manner

0 points for not participating

Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling. I sometimes have typos too, so I know it is easy to do but be thoughtful when you write your answers and when you write your assignments.

### *There are four Discussion Areas for your use and attention.*

General Course Questions (Optional)

General Class Discussion (Optional)

Discussion Questions to Dr. O'Reilly (Optional)

Weekly Class Discussion(s) (Required)

### *General Course Questions (Optional)*

This is an optional discussion area where students can post general course questions (rather than student specific questions) for Dr. O'Reilly to answer. To ensure a timely response, please e-mail Dr. O'Reilly at [frances.oreilly@umontana.edu](mailto:frances.oreilly@umontana.edu) ) that you have posted a general course question otherwise these questions will be answered each Tuesday.

### *General Class Discussion (Optional)*

This is an optional discussion area where students can post questions or prompts to further the discussion and interaction among classmates. It is suggested that anyone posting in this area

send an e-mail message to the entire class so that everyone has the opportunity to participate in the discussion.

### ***Discussion Questions to Dr. O'Reilly (Optional)***

This is an optional discussion area where students can pose questions (specific to the weekly topics) to the instructor in much the same way that a question might be posed during a face-to-face class session. To ensure a timely response, please e-mail Dr. O'Reilly ([frances.oreilly@umontana.edu](mailto:frances.oreilly@umontana.edu)) that you have posted a discussion question for her response otherwise these questions will be answered each week.

### **Submitting Assignments:**

Assignments will be submitted electronically by e-mailing them to Dr. O'Reilly ([frances.oreilly@umontana.edu](mailto:frances.oreilly@umontana.edu)). Save your documents using the format and assignment names listed below. *Please follow the provided format and spell each assignment as it is in the example.* The subject line should clarify the three components: 1) course and semester, 2) name of the assignment, and 3) the student name. Your saved assignment should contain the following information in the order provided in the example (including spaces).

EDLD 667 Spr 21 Assignment [Your Last Name] [Your First Initial]

Example for Judy Jones:

EDLD 667 Spr 21 Paper # 1 Assignment Jones J

EDLD 667 Spr 21 Paper #2 Assignment Jones J

EDLD 667 Spr 21 Final Paper #3 Assignment Jones J

### **Using Your umconnect e-mail Account: (All students are responsible to read their email umconnect account).**

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

Forwarding your umconnect messages to another e-mail account\*

Log in to your umconnect account

Click on "rules"

Create new rule

Name new rule

Keep everything blank until the bottom of the page where it says "enter new e-mail"

At this point you enter the e-mail address where you want your umconnect forwarded

YOU MUST THEN CLICK SAVE or all your efforts will be in vain. ☺

\*One negative side effect of this procedure is the problem of replying to the original message. When your umconnect has been forwarded to another email account there is a problem with replying. In order to reply to the original e-mail, you must insert the e-mail address where you



want your message to go. If you just hit “reply” your reply will be sent only to your umconnect account and NOT to the intended recipient!

Needing Help:

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

For questions regarding your NetID (formerly SCAUID), changing NetID passwords, email accounts, and general computer assistance:

IT Central Help Desk: (406) 243-4999, [itcentral@umontana.edu](mailto:itcentral@umontana.edu)

Moodle technical support ☎ 243-9999

( [courseware-support@umontana.edu](mailto:courseware-support@umontana.edu)

General registration information:

Registration Help Desk (Griz Central), (406) 243-6077

**Rubric for Papers Required in EDLD 660**

| <b>Point Values</b>       | <b>10-9</b>   | <b>8-7</b>  | <b>6-4</b>                                  | <b>3-2</b>   | <b>1-0</b>   |
|---------------------------|---|---|---|--|--|
| <b>Quality</b>            | <b>Excellent</b>  | <b>Good</b>   | <b>Satisfactory</b>                         | <b>Poor</b>  | <b>Unsatisfactory</b>  |
| <b>Letter Grade</b>       | <b>A</b>  | <b>B</b>  | <b>C</b>                                    | <b>D</b>   | <b>F</b>   |
| <b>Thesis Development</b> | Introduces clear and interesting thesis at conclusion of summary and develops it throughout w/specific examples from Text | Introduces logical thesis; adequate development w/some examples | Introduces central idea; little development | Introduces a few ideas; no central theme developed | Little or no evidence of theme or ideas centered on film or material |

|   |   |   |   |  |  |
|---|---|---|---|--|--|
|   | and assigned readings   |   |   |  |  |
| <b>Idea Development</b>                     | Clearly develops ideas around thesis using interesting examples from texts and other sources                                      | Mostly develops ideas using examples from texts   | Some development, but may be uneven and w/few examples  | Little attempt to advance or develop ideas   | No development of ideas  |
| <b>Integration of Sources</b>               | Uses highly appropriate quotations and paraphrases from texts; Other resources posted for the class graceful integration          | Uses appropriate quotations and paraphrases from texts & other resources posted for the class graceful; attempts to integrate | Uses some quotations and paraphrases from texts & other resources posted for the class graceful; uneven integration | Uses few quotations or paraphrases from texts; little attempt to integrate                       | Uses no quotations or paraphrases from texts   |
| <b>Writing Quality: Logical and Focused</b> | Well-developed, logically organized and focused paragraphs; careful, varied sentence structure; carefully chosen words throughout | Mostly developed, logically organized paragraphs; varied sentence structure and attempts appropriate word choice              | Some developed, logically organized paragraphs; some varied sentence structures; mostly mundane word choice         | Few focused or logically organized paragraphs; mostly mundane sentence structure and word choice | No paragraph development, varied sentence structure and no attempt at good word choice |

|                    |   |  |  |   |  |
|--------------------|---|--|--|---|--|
| <b>Conventions</b> | Careful attention to basic grammar, spelling and other conventions; appropriate and consistent APA style used for quotation and paraphrase citation | Displays attention to basic grammar, spelling, and other conventions. Some unevenness in consistent use of “” integration and style. | Displays some inattention to basic grammar, spelling and other conventions that interfere w/reading. Inconsistent use of “” integration and style. | Displays little attention to basic grammar, spelling, and other conventions. Mistakes frequently interfere w/reading. Little attempt to use consistent style. | Displays no attention to basic grammar, spelling, and other conventions, or use of any consistent style. Basically unreadable. |
|--------------------|---|--|--|---|--|

Comments:

### *Scholarly Writing and Student Evaluation Guidelines*

You are now enrolled in a graduate course at The University of Montana. Quality graduate scholarship requires not only the ability to master the concepts found in literature and research, but also the ability to use this information to create new knowledge. The opportunity to demonstrate your level of mastery and creativity will often be in the form of a formal research paper.

It is expected that by the time students reach the graduate level of higher education, they will have mastered the fundamentals of expository writing. All papers should be subjected to spelling and grammar checks. Papers containing spelling errors and /or grammatical mistakes will not be deemed acceptable.

Scholarly writing requires a standardized format for all citations. There are several style manuals that outline and explain the expectations in this area. The most commonly used writing format in the social sciences is found in the Publication Manual of the American Psychological Association (APA). They are available at the UC Bookstore.

Read the following list of guidelines and employ them when writing for this class. Papers that do

not follow these guidelines will not be accepted.

- All scholarly papers must have an original title, a title page, and a references list.
- Cite references and give credit to all sources. All information that is not commonly known, or your own original conclusion must be cited.
- Use APA writing Format
- Use **Microsoft word for assignments** and mail them to [frances.oreilly@umontana.edu](mailto:frances.oreilly@umontana.edu)

Double space and justify only the left margin.

Indent every paragraph (this is not a business letter).

If more time is needed please request and extension from the professor in an email to [frances.oreilly@umontana.edu](mailto:frances.oreilly@umontana.edu)

### *The Meaning of Letter Grades*

90-100%: An “A” is an indication of excellence. Excellent work is complete, original, timely, and technically sound. Excellent scholarship examines the realm of the “known” and through the use of creativity and innovation, enters the realm of the unknown. It takes common ideas or concepts and develops them by giving them new meanings and innovative applications.

80-89%: A “B” is an indication of good work. It is complete, technically sound and adequately addresses the subject of the assignment. The missing ingredient in the “B” paper is the adequate development of original and innovative thought.

70-79%: A “C” is an indication of average work. A “C” paper is technically sound, but does little beyond the basic requirements of the assignment.

69% and Below: Unacceptable papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes, or consist of topics that

the writer finds more interesting than the class assignment. Papers that are plagiarized, either by direct copying or lack of adequate citation will be deemed unacceptable and graded accordingly.

*Grades for class based on:*

25% Moodle discussions as per the syllabus

10% Two weeks you will have a Quiz on the material for that week.

15 % Paper #1 Due by Mar 15, 2021 midnight

15 % Paper #2 Due by March 29. 2021 midnight

35% Final Paper #3 Due by April 5, 2021midnight

APPENDIX A  
PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

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

Demonstrate professional vision in the practice of educational administration  
Accept responsibility and accountability for class assignments in their role as members of the class  
Demonstrate growth during the period of their graduate career  
Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives  
Demonstrate imagination and originality in the discussion of educational leadership issues  
Understand the relationship between theory and practice and the value of reflective leadership  
Demonstrate a moral, humanistic, ethical and caring attitude toward others  
Demonstrate an ability to build trust and positive relationships with others  
Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions  
Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor  
Demonstrate an ability to express himself/herself well in speech and writing, and  
Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

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

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APPENDIX B

Name of the Assignment

Your Title

by  
Your Name

Submitted to  
Dr. Frances L. O'Reilly

In Partial Fulfillment of the Requirements of  
EDLD 660: Adult and Continuing Education

The University of Montana  
Spring 2021

## For M.Ed. Students: Field Experience Requirements for the Department of Educational Leadership – Established Fall 2011

### M.Ed. Program Leading to Principal Licensure

Students who were accepted into the program beginning Fall 2011:

Each student will be required to perform and document a minimum of 216 hours of field experience. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed and documented relating to each standard.

Under each standard there are recommended and required activities for each of the six standards. This list appears on the department website. All students must participate in the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to with the portfolio at least 2 weeks prior to the culminating presentation.

Students who were accepted into the program prior to Fall 2011:

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

### Licensure/Endorsement Program

Students who were accepted into the program beginning Fall 2011:

Each student will be required to perform and document a minimum of 27 hours of field experience per course taken. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed relating to each standard.

Under each standard there are recommended activities and required activities for each of the six standards. This list appears on the department website. All students must perform the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of



documentation. This form should be submitted to the department prior to recommendation for licensure.

Students who were accepted into the program prior to Fall 2011:

Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. Documentation of this field experience must be turned in to the department at least two weeks prior to the recommendation for licensure.

By PEPP Standard

Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;

Participate on a building or district committee to create a vision for a district, building or program.

**Interview internal and external publics and ask what the vision of the district means to them.**

**Attend a school board meeting and summarize the role vision has played in decisions.**

Investigate the historical process of how a school district or school arrived at their current vision.

**Interview administrators on how they utilize the vision in their decision making.**

Review school district communication documents to see how the district vision is disseminated through symbols, stories, ceremonies and other activities.

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;

**Work with the person in your school or local district to learn the process for inputting AIMS data (or comparable student data system) or attend an AIMS training.**

Investigate the historical process of how a school district or school arrived at their current school culture.

Interview an individual within the institution who is responsible for professional development.

Determine how best practice is identified and transferred.

Participate on a professional development committee.

**Interview the curriculum specialist in your district about a specific curriculum or part of a curriculum about the development of, criteria for selection, criteria for changing curriculum.**

Short interviews with teachers who use the curriculum regarding the implementation and the selection process. How well does the curriculum address the state standards?

**Interview a minimum of three parents regarding school curriculum.**

**Conduct a clinical supervision cycle with a faculty member (this can be an actual evaluation or for practice purposes only).**

Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;

**Meet with a district business manager, or other individual who has budget development and oversight responsibility, regarding the relationship between budget decisions and the district's vision and mission.**

Attend, or participate in, a district budget meeting.

Interview an administrator regarding the development of the district's crisis plan.

**Interview a building safety coordinator about the building safety plan (risk management).**

Investigate how your district ensures that playground equipment is safe.

Attend or participate in a collective bargaining meeting.

Tour the school's physical plant including boiler and mechanics.

**Discuss school records with the district or building clerk.**

Locate the building's MSDS sheets and read the policies on their use.

Review the districts insurance checklists.

**Locate the comprehensive 5 year plan and interview a committee member about its development.**

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

**Investigate how the school or district addresses students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.**

**Investigate the implementation of Indian Education for All in your school or a local district.**

**This investigation should include curriculum, curriculum resources, and professional development.**

**Participate in the organization and/or facilitation of Indian Education for All activities.**

Review the previous year Office of Civil Rights report for a school district.

**Review the demographics of the community and discuss the sociological implications of the demographics with a school district leader.**

Participating in community and/or school-community meetings or events. Assist in planning events.

Investigate through interviews with administrative leaders how they collaborate with families and community members.

Present at community service organization meetings regarding the school district.

**Review school district communication documents to see how the Indian Education for All information is disseminated through symbols, stories, ceremonies and other activities.**

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

**Interview an administrator regarding an ethical dilemma that he/she has faced.**

Interview a minimum of 5 educators regarding their concept of integrity, fairness and ethics.

Locate the Code of Ethics for teachers and interview a teacher or teachers about the implications of the code.

**Review the board policies on ethics and interview a board member on the implications of the policies.**

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

Examine how your district responds to, and influences the larger political context in order to promote the success of all students.

Examine how your district responds to, and influences the larger social context in order to promote the success of all students.

Examine how your district responds to, and influences the larger economic context in order to promote the success of all students.

Examine how your district responds to, and influences the larger legal context in order to promote the success of all students.

Examine how your district responds to, and influences the larger cultural context in order to promote the success of all students.

Review board policy for the hierarchy of communication in a school district and interview an administrator about its implications.

Attend a community organization meeting (i.e. Rotary, City Council, Elks, Chamber of Commerce, County Commissioners, Fair Board).

Log Artifacts (by standard)