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Spring 2-1-2021

EDLD 667.50: American College Professor

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The University of Montana
Phyllis J. Washington College of Education and Human Sciences
Department of Educational Leadership

EDLD 667 - American College Professor
Spring 2021

Professor: Dr. Frances L. O'Reilly
Office: room 204 CoE
Office Hours: by appointment.
Telephone: office-243-5586
E-mail: frances.oreilly@umontana.edu

Required Text: Bain, K. (2004). *What the Best College Teachers Do*. Massachusetts: Harvard University Press.

Required Text Resource: Rotenberg, R. (2010). *The Art and Craft of College Teaching: A Guide for New Professors and Graduate Students (Second Edition)*. Chicago, Illinois: Active Learning Book.

Resource: Duffy, D. & Thomas, J. (1995). *Teaching Within the Rhythms of the Semester*, San Francisco: Jossey Bass.

Resource: Tierney, W. & Bensimon E. (1996). *Promotion and Tenure: Community and Socialization and Academe*. Albany, NY: State University of New York Press

Course Focus

The information garnered from the readings and class discussion will provide a framework for analysis of professor roles and functions, modes of academic behaviors, teaching skills deemed desirable and appropriate for effective contemporary instruction at the collegiate level, and a discussion of the environment within which this all occurs. The role and function of the American professoriate explored from the perspective of a member of the academy: teaching, scholarship, and academic freedom.

Course Objectives

- Students will be able to articulate the role of the professor in American higher education;
- Assess authentic outcomes of the teaching/learning process;
- An understanding of educational and social diversity on teaching/learning process;
- An understanding of diverse teaching and learning strategies that address the impact of academic and cognitive diversity in the college learning community;
- Students will leave this class with an understanding of the tension that is prevalent on campuses between the traditional components of faculty life (research,

- teaching and service) and the broader social community, emerging definitions of scholarship and the contemporary view;
- Students will have become familiar with the impact of the internal and external variables on the education process;
 - An understanding some of the clientele institutions of higher education serves: students, faculty, parents, staff, administrators, alumni, benefactors, support staff etc.

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.

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 discussions 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.
 1. General Course Questions (Optional)
 2. General Class Discussion (Optional)
 3. Discussion Questions to Dr. O'Reilly (Optional)
 4. 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) 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.o'reilly@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). 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 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*

1. Log in to your umconnect account
2. Click on “rules”
3. Create new rule
4. Name new rule
5. Keep everything blank until the bottom of the page where it says “enter new e-mail”
6. At this point you enter the e-mail address where you want your umconnect forwarded
7. **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 UMonline 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) 243-4357, itcentral@umontana.edu

Moodle technical support ☎ 243-9999
(406) 243-6394, courseware-support@umontana.edu

General registration information:
Registration Help Desk (Griz Central), (406) 243-6077

Course Schedule:

January 26-February 1 Week 1

- Overview of class through the syllabus
- Introduce yourself to your classmates in the discussion board: Give name, location, job title, and any other information that might be interesting to us. Share only that information you feel comfortable sharing.
- This week please read the Boyer Report: **Re-inventing Undergraduate Education**. It can be retrieved online. Answer Questions in the discussion section regarding the conclusions and findings of Boyer.
<http://naples.cc.sunyab.edu?Pres/boyer.nsf/>
- Answer the Questions for the discussion. Please enter the conversation a minimum of 3 times during and week (a minimum of 2 reflective responses to what your other classmates have posted and at least one original thread you began yourself regarding either a question that I raised or one you believe should be discussed).
 - Have well thought out threads that you begin at least one time and for the other entries make sure they are comprehensive reflective responses that are supported by citations and reference material from the texts or other resources (cite appropriately from the text and other resources).

February 2-8 Week 2

1. Read Chapter 1 from *What Best College Teachers Do*. (WBCTD). Titled: “Defining the Best” (pp.1-21).
2. Read Part 1 and Part 3: *The Art and Craft of College Teaching* (TACCT).
Part 1 “Teaching as an Art and Teaching as a Craft”-(Chapters 1 &2), pp. 15-27.
Part 3 “What Do We Know About Effective Undergraduate Teaching”, pp. 35-46.
3. Read “Exploring Teaching Styles”-Rhythms Chapter 1 in in the course documents.

4. Answer the Questions for the discussion. Please enter the conversation a minimum of 3 times during and week (a minimum of 2 reflective responses to what your other classmates have posited and at least one reflective thread you began yourself regarding either a question that I raised or one you believe should be discussed). Have well thought out threads that you begin at least one time and for the other entries make sure they are comprehensive reflective responses that are supported by citations and reference material from the texts or other resources (cite appropriately from the texts and other resources).

February 9-15

Week 3

1. Read Chapter 2 from *What Best College Teachers Do. (WBCTD)*. Titled: “What Do They Know About How We Learn (pp.26-34).”

2. Read in *The Art and Craft of College Teaching (TACCT)*.

Part 2 “What Do We Know About Postsecondary Intellectual Development”?
(Chapters 3-8). Pages 13-26

3. Read Rhythms: Chapter 2”Creating Magic in the Classroom” (in course documents).

4. Answer the Questions for the discussion. Please enter the conversation a minimum of 3 times during and week (a minimum of 2 reflective responses to what your other classmates have posited and at least one reflective thread you began yourself regarding either a question that I raised or one you believe should be discussed). Have well thought out threads that you begin at least one time and for the other entries make sure they are comprehensive reflective responses that are supported by citations and reference material from the texts or other resources (cite appropriately from the texts and other resources).

Feb 16-22

Week 4

1. Read from *What Best College Teachers Do. (WBCTD)*:

- Chapter 3: “How Do They Prepare to Teach” (pp.48-67).
- Chapter 4: What Do They expect of Their Students” (pp.68-97).

2. Answer the Questions for the discussion. Please enter the conversation a minimum of 3 times during and week (a minimum of 2 reflective responses to what your other classmates have posited and at least one reflective thread you began yourself regarding either a question that I raised or one you believe should be discussed). Have well thought out threads that you begin at least one time and for the other entries make sure they are comprehensive reflective responses that are supported by citations and reference material from the texts or other resources (cite appropriately from the texts and other resources).

February 23-March 1
Week 5

1. Read from *What Best College Teachers Do. (WBCTD)*:
 - Chapter 5: "How Do they Conduct Class" (pp. 99-134).
2. *The Art and Craft of College Teaching (TACCT)*:
 - Part 8: "Setting Your Expectations for Student Reasoning Skills" (123-130).
 - Part 9: "Setting Your Expectations for Creativity" (pp. 131-138).
3. Answer the Questions for the discussion. Please enter the conversation a minimum of 3 times during and week (minimum of 2 reflective responses to what your other classmates have posited and at least one reflective thread you began yourself regarding either a question that I raised or one you believe should be discussed). Have well thought out threads that you begin at least one time and for the other entries make sure they are comprehensive reflective responses that are supported by citations and reference material from the texts or other resources (cite appropriately from the texts and other resources).

March 2-8
Week 6

1. Read from *What Best College Teachers Do. (WBCTD)*:
 - Chapter 6: "How Do They Treat Their Students" (pp. 135-149).
2. *The Art and Craft of College Teaching (TACCT)*:
 - Part 4: "The Role of the Teacher in the Classroom" (pp. 47-66).
 - Part 5: "Demands on the New Instructor" (pp. 67-82).
3. Answer the Questions for the discussion. Please enter the conversation a minimum of 3 times during and week (minimum two reflective responses to what your other classmates have posited and at least one reflective thread you began yourself regarding either a question that I raised or one you believe should be discussed). Have well thought out threads that you begin at least one time and for the other entries make sure they are comprehensive reflective responses that are supported by citations and reference material from the texts or other resources (cite appropriately from the texts and other resources).

March 9-15
Week 7

1. Read from *What Best College Teachers Do. (WBCTD)*:
 - Chapter 7: "How Do They Evaluate Their Students" (pp. 150-172).
2. *The Art and Craft of College Teaching (TACCT)*:
 - Part 10: "Assessing Student Learning" (pp. 139-148).
3. Answer the Questions for the discussion. Please enter the conversation a minimum of 3 times during and week (minimum two reflective responses to what your other classmates have posited and at least one reflective thread you began yourself regarding either a question that I raised or one you believe should be discussed). Have well thought out threads that you begin at least one time and for the other entries make sure they are comprehensive reflective responses that are supported by citations and reference material from the texts or other resources (cite appropriately from the texts and other resources).

March 16-22
Week 8

1. *The Art and Craft of College Teaching (TACCT)*:
 - Part 7: "Constructing the Syllabus" (pp. 88-122).
 - Part 6: "Universal Design Of Courses" (pp. 83-87).
2. Rhythms (In Packet or in Course Documents) "Stalking the Superior Syllabus."
2. Answer the Questions for the discussion. Please enter the conversation a minimum of 3 times during and week (minimum two reflective responses to what your other classmates have posited and at least one reflective thread you began yourself regarding either a question that I raised or one you believe should be discussed). Have well thought out threads that you begin at least one time and for the other entries make sure they are comprehensive reflective responses that are supported by citations and reference material from the texts or other resources (cite appropriately from the texts and other resources).
3. **Assignment #1 write a Syllabus Due midnight March 22**: Utilize all the resources including the texts and the other notes in the class materials to write a complete syllabus for a class(real or imaginary). Cite the different sections with the appropriate citations from the texts or other information in class materials. Email the assignment to frances.oreilly@umontana.edu by midnight March 22, 2021.

March 23-29
Week 9

1. Read: *The Art and Craft of College Teaching (TACCT)*:
 - Part 16: “Advising in the Classroom”(pp. 285-301).
 - Part 17: “Effective Grading of Student Achievement” (pp. 302-341).
2. Answer the Questions for the discussion. Please enter the conversation a minimum of 3 times during and week (minimum two reflective responses to what your other classmates have posited and at least one reflective thread you began yourself regarding either a question that I raised or one you believe should be discussed). Have well thought out threads that you begin at least one time and for the other entries make sure they are comprehensive reflective responses that are supported by citations and reference material from the texts or other resources (cite appropriately from the texts and other resources).

March 30 –April 5

Week 10

1. Read from *What Best College Teachers Do. (WBCTD)*:
 - Epilogue: “What Can We Learn from Then” (pp. 173-180).
2. *The Art and Craft of College Teaching (TACCT)*:
 - Part 19: “Evaluating the Instructor” (pp. 362-372).
 - Part 18:”Administrative Issues in the Classroom”(pp.342-361)
4. Answer the Questions for the discussion. Please enter the conversation a minimum of 3 times during and week (minimum two reflective responses to what your other classmates have posited and at least one reflective thread you began yourself regarding either a question that I raised or one you believe should be discussed). Have well thought out threads that you begin at least one time and for the other entries make sure they are comprehensive reflective responses that are supported by citations and reference material from the texts or other resources (cite appropriately from the texts and other resources).
5. **Final Paper Due midnight April 5 or with permission from Professor at a time agreed to by the student and the professor.**

Final Paper Subject: A Faculty or/and College Teaching Issue. Each student will write a research paper based upon an investigation of college teaching trends and/or faculty issue(s). This double spaced typed paper must be approximately 8 pages (not including the cover page and references page) in length and must conform to APA style and format.

This paper will be about a topic of the **student’s choice** regarding an issue on the University/College campus that is reflective of the material that has been utilized for this class and relevant to higher education. An example for the paper might be the topic: Tenure and Promotion: taking the position of keeping Tenure as is or taking the position of re-thinking Tenure. **You could then enumerate both sides of the issue with citations**

from the field, defend your position by using a cogent argument for why you would take such a position (cite appropriately from the texts and other resources).

Evaluation Criteria

1. **Class /Participation in Moodle Discussions** as noted in the syllabus **30%**
3. Write a **Syllabus** for a class (real or imagined) utilizing the information **35%** from the texts and the notes available in the course materials. Cite the sections with the appropriate citations from the texts and the resources. **Due by midnight March 22.**
4. **Final Paper: Final Paper Due midnight April 5 or with permission from the Professor at a time agreed to by the student and the professor.** **35%**

Papers Specifications:

Final paper maximum of 8-10 pages double-space}. Must use APA format
 Each written review must present clearly point(s) of views delineated in the literature.
 Provide an analysis of the positive and negative ramifications of the central issues, dilemmas, and solutions proposed by the authors.
 Must use citations from the text, other resources, and literature to support and substantiate your point of view.
 Email all papers directly to me at: frances.oreilly@umontana.edu

Note: This syllabus schedule is subject to change

Read these note for your own information and as a resource (In Course Documents).

Chapter 1 - Community and Culture in Academe

Chapter 2 - Tenure as Totem and Socialization in the Academic Community

Chapter 3 - The Tenure and Promotion Years-Climate and Culture Handouts

Chapter 4 - The Opening Weeks: Establishing Community

Chapter 5 - The Interim Weeks: Beating the Doldrums

Chapter 6 - The Final Weeks: Achieving Closure

"Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (Voice/Text)."

This syllabus is subject to change.

Rubric for Papers Required in EDLD 667

Point Values	10-9	8-7	6-4	3-2	1-0
Quality	Excellent	Good	Satisfactory	Poor	Unsatisfactory
Letter Grade	A	B	C	D	F
Thesis Development	Introduces clear and interesting thesis at conclusion of summary and develops it throughout w/specific examples from Text and assigned readings	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
Idea Development	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
Integration of Sources	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
Writing	Well-	Mostly	Some	Few focused	No paragraph

Quality: Logical and Focused	developed, logically organized and focused paragraphs; careful, varied sentence structure; carefully chosen words throughout	developed, logically organized paragraphs; varied sentence structure and attempts appropriate word choice	developed, logically organized paragraphs; some varied sentence structures; mostly mundane word choice	or logically organized paragraphs; mostly mundane sentence structure and word choice	development, varied sentence structure and no attempt at good word choice
Conventions	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:

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate Students
Department of Educational Leadership
The University of Montana

- 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.

[This is a cover page that should accompany every paper]
[Also, every paper should have a references page at the end]

Name of the Assignment

Title of this Paper

by
Your Name
Date
Student ID 790-

Submitted to
Dr. Frances L. O'Reilly

In Partial Fulfillment of the Requirements of
EDLD 667: The American College Professor
The University of Montana-Missoula
Spring 2021

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

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

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

2. **Interview internal and external publics and ask what the vision of the district means to them.**
 3. **Attend a school board meeting and summarize the role vision has played in decisions.**
 4. Investigate the historical process of how a school district or school arrived at their current vision.
 5. **Interview administrators on how they utilize the vision in their decision making.**
 6. Review school district communication documents to see how the district vision is disseminated through symbols, stories, ceremonies and other activities.
- B. 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;
1. **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.**
 2. Investigate the historical process of how a school district or school arrived at their current school culture.
 3. Interview an individual within the institution who is responsible for professional development.
 4. Determine how best practice is identified and transferred.
 5. Participate on a professional development committee.
 6. **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.**
 7. Short interviews with teachers who use the curriculum regarding the implementation and the selection process. How well does the curriculum address the state standards?
 8. **Interview a minimum of three parents regarding school curriculum.**
 9. **Conduct a clinical supervision cycle with a faculty member (this can be an actual evaluation or for practice purposes only).**
- C. Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;
1. **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.**

2. Attend, or participate in, a district budget meeting.
 3. Interview an administrator regarding the development of the district's crisis plan.
 4. Interview a building safety coordinator about the building safety plan (risk management).
 5. Investigate how your district ensures that playground equipment is safe.
 6. Attend or participate in a collective bargaining meeting.
 7. Tour the school's physical plant including boiler and mechanics.
 8. Discuss school records with the district or building clerk.
 9. Locate the building's MSDS sheets and read the policies on their use.
 10. Review the districts insurance checklists.
 11. Locate the comprehensive 5 year plan and interview a committee member about its development.
- D. 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;
1. 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.
 2. 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.
 3. Participate in the organization and/or facilitation of Indian Education for All activities.
 4. Review the previous year Office of Civil Rights report for a school district.
 5. Review the demographics of the community and discuss the sociological implications of the demographics with a school district leader.
 6. Participating in community and/or school-community meetings or events. Assist in planning events.
 7. Investigate through interviews with administrative leaders how they collaborate with families and community members.
 8. Present at community service organization meetings regarding the school district.
 9. Review school district communication documents to see how the Indian Education for All information is disseminated through symbols, stories, ceremonies and other activities.
- E. Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;

1. Interview an administrator regarding an ethical dilemma that he/she has faced.
 2. Interview a minimum of 5 educators regarding their concept of integrity, fairness and ethics.
 3. Locate the Code of Ethics for teachers and interview a teacher or teachers about the implications of the code.
 4. Review the board policies on ethics and interview a board member on the implications of the policies.
- F. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and
1. Examine how your district responds to, and influences the larger political context in order to promote the success of all students.
 2. Examine how your district responds to, and influences the larger social context in order to promote the success of all students.
 3. Examine how your district responds to, and influences the larger economic context in order to promote the success of all students.
 4. Examine how your district responds to, and influences the larger legal context in order to promote the success of all students.
 5. Examine how your district responds to, and influences the larger cultural context in order to promote the success of all students.
 6. Review board policy for the hierarchy of communication in a school district and interview an administrator about its implications.
 7. Attend a community organization meeting (i.e. Rotary, City Council, Elks, Chamber of Commerce, County Commissioners, Fair Board).
- Log Artifacts (by standard)