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Summer 6-1-2022

### EDLD 559.50: Public Relations for Principals

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THE PHYLLIS J. WASHINGTON  
COLLEGE OF  
**Education &  
Human Sciences**  
UNIVERSITY OF MONTANA

THE DEPARTMENT OF  
**Educational  
Leadership**  
UNIVERSITY OF MONTANA

Summer 2022

EDLD 559

Public Relations for Principals

June 13, 2022-July 15, 2022

INSTRUCTOR: Justine Alberts | Principal | Doctoral Candidate

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PHONE NUMBER: 406-231-2367

## Course Description

This five-week course will familiarize students with public relations practices and considerations in a 21<sup>st</sup> Century educational system. Students will learn about applications and rationale for effective public relations as a principal and educational leader. For the culminating project, students will synthesize course material to develop a comprehensive public relations plan which could be used as an entry plan or a revision of current school practices.

## Course Expectations

Welcome to Public Relations for Principals! As a current elementary principal, I have learned how important it is for an educational leader to have a strong relationship with the public. I hope you find this course to be informative and inspiring, all while helping you plan to implement and/or improve current public relations practices within your school setting.

Students enrolled in this course are expected to regularly participate in the class discussions, promoting a scholarly environment where diverse ideas are tolerated, and dialogue is supported by informed opinion. Class participation will be monitored through class discussion threads. The instructor subscribes to a philosophy of learning which holds all students to a high standard of engagement in learning and reciprocity in the learning environment. When someone is not engaged in academic work and discussion, the learning environment is diminished for everyone.

Student contributions will be measured on the ability to translate and apply learned knowledge to real situations, and the student's ability to communicate effectively during times of agreement or disagreement among colleagues; a rubric is included on page 3. It is expected that all students will foster their own learning and the learning of others through their positive and thoughtful engagement in class activities and unique contributions to each discussion thread.

Students must keep current with the assigned reading(s) for each class to avoid falling behind during this fast-paced course. Required assignments must be submitted on the due date. Late assignments will require a conversation with the instructor prior to consideration of acceptance. Written assignments will reflect the individual's original work and, when appropriate, follow the style articulated in the *Publication Manual of the American Psychological Association* (APA). All references to works by other authors must be properly cited.

***All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The Student Conduct Code is available for review online at:***

[student-code-of-conduct-2021-pdf \(umt.edu\)](https://www.umt.edu/student-code-of-conduct-2021-pdf).

## Alignment

This course addresses, in an indirect manner, all six major standards of the Montana PEPP Standards (refer to Appendix B, page 12). At the heart of these standards are activities that "promote the success of all students." If schools are going to assist in the success of all students, then educational leadership (specifically the role of the principal) becomes a very important component in the educational environment. Briefly stated and synthesized, the six standards address (a) vision, (b) culture, (c) management, (d) community collaboration, (e) ethical actions, and (f) the larger context of public and private education. The College's Professional Education Unit (PEU) has articulated its Conceptual Framework (refer to Appendix B).

## Required Text

Kowalski, Theodore J. (2011), "Public Relations in Schools", 5th Ed. Pearson – Merrill/Prentice Hall, New Jersey.

ISBN-13:978-0-13-707245-3

ISBN-10: 0-13-707245-7

## Evaluation Criteria and Required Course Assignments

REQUIRED ASSIGNMENTS	#	Unit Value	Total Points	Percent of Total	Your Score
<b>Class participation:</b> Assignments, active participation in discussion forum, responds to classmates, etc.	10	2	26	6%	
<b>Social Media:</b> Creation of professional social media account(s)	1	15	15	7.5%	
<b>Research Papers:</b> 1. Mission, Vision, and Goals 2. Sociological Inventory 3. Communication Audit and Media Plan	3	25	75	37.5%	
<b>Final:</b> Comprehensive Public Relations Plan	1	100	100	50%	
Fieldwork Experience required, but not graded	—	—	—	—	—
TOTAL				100%	

Course grades will be based upon a percentage of the total possible course points:  
100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59% and below = F

## Class Participation

Students will be expected to post an initial response to each discussion post within 48 hours of posting. In addition, Students are expected to respond to at least two peer posts, within each discussion prompt, over the course of the week.

Contributions to discussion and activities are essential. Each week, your participation will be rated based on:

- evidence of reading and of understanding reading assignments
- resourcefulness/appropriateness of comments (accurately cite current events/sources, relation to prompt and topic)
- participation in small-group threads, collegiality and respect for other students' time

## CLASS PARTICIPATION RUBRIC

EXCELLENT 2 points	FAIR 1 points	POOR 0 points
Student actively participates in class by asking questions, and participating in discussions in a thorough, meaningful way that stimulates rich conversation.	Student actively participates in class by asking questions and participating in discussions in a thorough way that stimulates conversation.	Student never participates in class by asking questions, and/or participates in discussions.
Cites the textbooks and an outside reading.	Cites either the textbook or outside reading.	No sources cited
Responds to two or more peer's posts	Responds to one peer's post	No responses to peers

## Written Assignments Descriptions and Assessment Rubrics

### Preparing Assignments to Submit

1. Follow APA 7<sup>th</sup> edition Format (<https://owl.english.purdue.edu/owl/resource/560/01/>)
  - a. Provide citation information when paraphrasing (author's last name, publication date)
  - b. Direct quotations require author, publication date, and page number

- c. Page number noted in the heading (top right-hand corner)
- d. APA Deviations
  - i. Font = Calibri (Body), 11- point (Word Default)
  - ii. No Running Head
  - iii. No Abstract
- 2. Provide a cover page (see appendix) and 2 page for the rubric included for each assignment
- 3. Refer to the assignment description and assessment rubric

### Writing Requirements

Written assignments will reflect the individual's original work and, when appropriate, follow the style articulated in the Publication Manual of the American Psychological Association (APA). References to works by other authors must be properly cited.

### Class Topics and Assignment Due Dates

<b>June 13-19</b> Week 1	<b>READINGS:</b> Kowalski: Chapters 1, 2 and 11  <b>DUE:</b> June 19, 2022- Strategic Alignment	<b>DISCUSSION FORUM</b> 1. Class introductions. 2. Kowalski- PR Definition and Discussion 3. Kowalski- Prioritization 4. Outside sources/ supplementary readings posted in the forum in addition to a discussion prompt.
<b>June 20-26</b> Week 2	<b>READINGS:</b> Kowalski: Chapter 8 and 10  <b>DUE:</b> June 26- Create professional profile on (2) social media sites.  <b>Work on:</b> Sociological Inventory	<b>DISCUSSION FORUM</b> 1. Post an abstract from your Strategic Alignment paper. Identify the key points and what theme is present for your school/district/community. 2. Create a professional Twitter handle/share your professional Twitter handle. Follow two classmates and recommend two other professional follows. 3. What is the purpose of a brand? 4. Discuss what role social media can play in educational public relations. Cite two outside sources.  Kowalski: Communication outlets
<b>June 27-July 3</b> Week 3	<b>READINGS:</b> Kowalski: Chapter 4 and 5  <b>DUE:</b> July 3- Sociological Inventory	<b>DISCUSSION FORUM</b> 1. Post your Sociological Inventory abstract and discuss. 2. Kowalski: Nature of community involvement 3. Outside sources/ supplementary readings posted in the forum in addition to a discussion prompt.
<b>July 4 (no class)</b> <b>July 5-10</b> Week 4	<b>READINGS:</b> Kowalski: Chapter 9 and 12  <b>DUE:</b> July 10- Communication Audit and Media Plan	<b>DISCUSSION FORUM</b> 1. Post your Communication Audit and Media Plan abstract and discuss. 2. Kowalski: Case Study 3. Role of principal as communicator 4. Outside sources/ supplementary readings posted in the forum in addition to a discussion prompt.
<b>July 11-15</b> Week 5	<b>READINGS:</b> Kowalski: Chapter 3, 6, and 7  <b>DUE:</b> July 15- Final Comprehensive Public Relations Plan	<b>DISCUSSION FORUM</b> 1. Crisis management discussion- 2. What systems are necessary to effectively communicate a crisis 3. Post an abstract summary and learning from your final for your classmates to comment on by July 15 at 11:59 PM.



# Strategic Alignment

Due: June 19, 2022 ..... 2-4 pages, not including references

For the Strategic Alignment paper, you will need to do some research on your/a district or school with the goal of identifying the district's mission, vision, and applicable parts of their strategic plan. Students may consider connecting with and interview district leaders to understand the district's direction. This paper will be a section of the final.

- How is a mission and vision developed? What strategies would you employ to update the mission and vision statement each year? What voices are included in the process?
- What are the strategic goals of the district or school? What, if any, are the public relation/communication goals?
- Who is involved in creating the strategic plan and goals for the district or school?
- What skills and knowledge must a leader use when tying it to strategic communication goals?
- What has changed for the leaders you interviewed during their educational tenure regarding public relations? How will this be relevant as a principal

Read the questions, collaborate with district leaders, and analyze the content using course material and outside sources as need.

In addition, you will need to produce an abstract paper to be posted on the discussion board.

### Assessment criteria for the Strategic Alignment paper:

	STRONG	ADEQUATE	PARTIAL	INADEQUATE	25 PTS	SCORE
MISSION AND VISION ARTICULATION	10-8 points Mission and vision clearly articulated, deep understanding of development process, linked to exploration with district leaders	7-5 points Mission and vision discussed with process outlined, some inclusion of conversations with district leaders	4-2 points Mission and vision are briefly covered or covered in a manner that causes confusion, district leader involvement is minimal	1-0 points Main points are not addressed, and further exploration of goals was not conducted	10 pts	
STRATEGIC PLAN	6-5 points Strategic goals clearly outlined and analyzed with application to mission and vision; evidence of leader input included and applied to learning	4-3 points Strategic goals are included, limited knowledge of district leader input.	2-1 points Strategic goals are incomplete or do not make sense, district leader input not included or leads to confusion.	0 points Strategic goals are limited/analyzed only in a cursory manner. A link to district leadership is missing.	6 pts	
HOW THE INFORMATION GATHERED WILL BE USED AS A PRINCIPAL	6-5 points Contents are applied to the principalship demonstrating a thorough understanding and synthesis of the main points.	4-3 points Contents are applied to the principalship in a realistic manner.	2-1 points Contents are weakly applied to the principalship in a manner that does not demonstrate an adequate understanding.	0 points Contents are not applied to the principalship, or the content is misapplied therefore demonstrating confusion by the student.	6 pts	
MECHANICS	3 points APA formatted and mechanical errors do not detract from the paper.	2 points APA format is somewhat followed, and mechanical errors are minimal.	1 point APA format partially followed and/or there are numerous mechanical errors.	0 points Numerous grammatical and/or spelling errors and does not follow APA.	3 pts	



# Sociological Inventory

Due July 3, 2022..... 3-5 pages, not including references

In this paper, you must complete a sociological inventory of your school/district. The sociological inventory is a tool used to determine demographics, past history, and other pertinent information needed by school officials to better understand the school's community. Link to supporting sources included in the Moodle Course Shell. This paper will be a section of the final. Within this paper, please examine and include the following components:

- Community Demographics
- Customs/traditions
- Population characteristics
- Communication channels
- Leadership
- Economic Conditions
- Political structures/Social conditions
- Previous community ventures (think bonds, levies, etc.)
- Community resources

In addition, you will need to produce an abstract paper to be posted on the discussion board.

### The assessment criteria for the Sociological Inventory:

	STRONG	ADEQUATE	PARTIAL	INADEQUATE	25 PTS	SCORE
THE MAIN COMPONENTS OF THE SOCIOLOGICAL INVENTORY ARE INCLUDED	10-9 points All categories of the sociological inventory are included and thoroughly examined in the paper.	8-6 points All categories of the sociological inventory are included, but lack some examination for some categories	5-3 points Some categories are missing and/or information is lacking which leads to misrepresentation	2-0 points Categories are minimally addressed, and information is not clear/is not applicable.	10 pts	
MAIN POINTS ANALYZED	9-8 points Main points are thoroughly analyzed using content from the course and outside sources.	7-5 points Main points are analyzed using content from the course.	4-3 points Main points are briefly analyzed with a weak connection to the course content.	2-0 points Main points are not analyzed or analyzed only in a cursory manner and/or a link to the course content is not evident.	9 pts	
HOW THE INFORMATION GATHERED WILL BE USED AS A PRINCIPAL	3 points Contents are applied to the principalship demonstrating a thorough understanding and synthesis of the main points.	2 points Contents are applied to the principalship in a realistic manner.	1 point Contents are weakly applied to the principalship in a manner that does not demonstrate an adequate understanding.	0 points Contents are not applied to the principalship, or the content is misapplied therefore demonstrating confusion by the student.	3 pts	
MECHANICS	3 points APA format is followed, and mechanical errors do not detract from the paper.	2 points APA format is somewhat followed, and mechanical errors are minimal.	1 point APA format partially followed and/or there are numerous mechanical errors.	0 points Numerous grammatical and/or spelling errors and does not follow APA.	3 pts	



# Communication Audit and Media Plan

Due July 10, 2022 ..... 4-6 pages, not including references

In this paper, you will conduct a communication audit of your school/district and form a media plan. The goal of this audit is to understand successful practices and find new practices that can be relevant to successful community relations and communication. This paper will be a section of the final. With this research paper, please explore and analyze the following:

- What communication methods have previously been used? What are current methods?
- Who is involved in the communication plan for the school/district? What is the role and responsibilities?
- Who are the target audiences for each aspect of the school/district communication?
- What are the communication channels? What is the frequency of use?
- Take what you have researched and create a plan for: target audience, frequency, communication platforms, staff involved, communication and community service goals, and strategies and align them to the strategic goals, mission, and vision of the school/district.
- How will you determine effectiveness?

In addition, you will need to produce an abstract paper to be posted on the discussion board.

## Assessment criteria for the Communication Audit and Media Plan:

	STRONG	ADEQUATE	PARTIAL	INADEQUATE	25 PTS	SCORE
COMMUNICATION AUDIT CONDUCTED	6-5 points All points of effective communication plan	4-3 points Main points are noted and partial audit conducted	2-1 points Main points are briefly covered or covered in a manner that causes confusion.	0 points Main points are not addressed.	6 pts	
MAIN POINTS ANALYZED	6-5 points Main points are thoroughly analyzed using content from the course and outside sources.	4-3 points Main points are analyzed using content from the course.	2-1 points Main points are briefly analyzed with a weak connection to the course content.	0 points Main points are not analyzed or analyzed only in a cursory manner and/or a link to the course content is not evident.	6 pts	
EVALUATION PLAN	4 points Plan for evaluation and success criteria included	3 points Evaluation plan articulated, need success criteria	2-1 points Evaluation plan attempted with missing components, no success criteria included	0 points Evaluation plan not provided	4 pts	
HOW THE PLAN WILL BE USED AS A PRINCIPAL	6-5 points Content and learning are applied to the principalship demonstrating a thorough understanding and synthesis of the main points.	4-3 points Content and learning are applied to the principalship in a realistic manner.	2-1 points Content and learning are weakly applied to the principalship in a manner that does not demonstrate an adequate understanding.	0 points Content and learning are not applied to the principalship or the content is misapplied therefore demonstrating confusion by the student.	6 pts	
MECHANICS	3 points APA format is followed and mechanical errors do not detract from the paper.	2 points APA format is somewhat followed and mechanical errors are minimal.	1 points APA format partially followed and/or there are numerous mechanical errors.	0 points Numerous grammatical and/or spelling errors and does not follow APA.	3 pts	





## Comprehensive Public Relations Plan

Due July 15, 2022 ..... 15 pages (minimum), not including references

Comprehensive Public Relations Plan should reflect the following components:

- Needs Assessment
- Plan for Community Involvement
- Mission and Vision
- Evaluation of Internal and External Publics
- Sociological Inventory
- Evaluation of Resources
- Crisis Plan
- Diversity Statement
- Media Plan
- Evaluation Plan

Each Comprehensive Public Relations Plan will be unique because it will reflect your/a district belief system, goals of the organization, and represent each unique community.

Writing and verbalizing your values and views about significant aspects of the educational public relations process provides personal insights and improves communication with your coworkers.

A strategic public relations plan for your school will help you improve your communication with your school/district community OR enter the position with a plan of action to help better guide your communication efforts.

### GUIDELINES:

The Comprehensive Public Relations Plan should address your personal attitudes, beliefs, and philosophy concerning education and directly address each Montana PEPP Standard for this course. Your paper should be organized by each MT PEPP Standard noting your personal attitudes, beliefs, and philosophy as they pertain to the standard. Within each standard, also address your position on several issues pertaining to the principalship and addressing the particular standard (think of it as interview preparation).

Educational Platform and Administrative Entry Plans should be narrative in form using full paragraphs and follow the style articulated in the *Publication Manual of the American Psychological Association* (APA) for citing the works of others. This assignment may be written in the first person. It is important that your writing voice is consistent. Where appropriate, a list of key ideas may be presented. Your positions on these educational issues should also be supported with scholarly citations which form the basis of the informed opinion. The length of an Educational Platform and Administrative Entry Plan will vary considerably from person to person. There is a maximum page limit of 15 pages, not including references, for this assignment.

### Evaluative Criteria:

Evaluation of this assignment will be done through the application of writing and organizational standards consistent with graduate level work. Students should use APA writing style although the voice for this assignment may be in first person.

The assessment criteria for the Comprehensive Public Relations Plan:

	EXEMPLARY	ADEQUATE	NOT ADEQUATE	UNACCEPTABLE	100 PTS
<b>NEEDS ASSESSMENT</b>	5-4 points Well-articulated purpose for the plan and introductory remarks about PR including needs assessment	3-2 points Addresses the purpose for the plan and introductory remarks about PR including need assessment	1 point Briefly addresses the purpose for the plan, may include limited or missing introductory remarks about PR and needs assessment	0 points Not included or missing many components	
<b>COMMUNITY INVOLVEMENT</b>	5-4 points Comprehensive articulation of the process to inform, introduce, collaborate with the community-articulates trends, and shows community involvement	3-2 points Articulation of the process to include community, addresses collaboration with the community-articulates trends and shows community involvement	1point Briefly addresses process to include community, somewhat addresses collaboration- missing components of trends and shows community involvement	0 points Not included or missing many components	
<b>MISSION AND VISION ALIGNMENT</b>	10-9 points Comprehensive look at mission/vision of the institution and the PR plan. Develops message and theme/branding	8-6 points Includes mission/vision outline with PR plan, some missing links or components. Develops message and theme or branding.	5-2 points Briefly addresses mission/vision with PR plan, many missing connections to messaging, themes and/or branding	0 points Not included or missing many components	
<b>INTERNAL AND EXTERNAL PUBLIC</b>	5-4 points Comprehensive process to recognize, utilize, and collaborate with the community to include the internal and external publics	3-2 points Process used to recognize and collaborate with the community. Reference and partial plan to include internal and external publics	1 point Briefly addresses process used to recognize community. Little to no reference and partial plan to include internal and external publics	0 points Not included or missing many components	
<b>SOCIOLOGICAL INVENTORY</b>	15-14 points Comprehensive look at changes in community, demographics, and sociological inventory conducted. Well-articulated connection to communication plan	13-10 points Sociological inventory completed, some connection to demographics and communication plan	9-7 points Briefly addresses sociological inventory, partial completion of sociological inventory, minimal connection to demographics and communication plan	6-0 Not included or missing many components	
<b>EVALUATION OF RESOURCES</b>	5-4 points Includes understanding of flexible community, articulates community resources, articulates more than one option for future priorities projection	3-2 points Identifies of flexible community, minimally addresses community resources, one future priority projection mentioned	1 point Briefly addresses flexible community, little to no resources identified, mention of future projection but no examples included	1-0 Not included or missing many components	
<b>CRISIS PLAN</b>	10-9 points Includes comprehensive PR Crisis Plan which aligns with the school/district crisis plan	8-6 points Includes PR crisis plan at a cursory level. Some alignment to school/district crisis plan	5-2 points PR crisis plan briefly discussed with minimal alignment to school/district crisis plan	1-0 Not included or missing many components	

<b>DIVERSITY STATEMENT</b>	10-9 points Includes extensive information on the diversity and sensitivity of the community and plan for accommodation	8-6 points Includes information regarding community diversity. Sensitivity and accommodations briefly addressed	5-2 points Minimal inclusion of community diversity. Sensitivity and/or accommodations are not addressed.	1-0 Not included or missing many components	
<b>MEDIA PLAN</b>	10-9 points Includes comprehensive process of establishing and nurturing media relationships. Includes deep understanding of social media and how to integrate in PR plan.	8-6 points Includes ideas to establish media relationships. Includes knowledge of social media, minimal involvement in PR plan	5-2 points Minimal ideas used regarding media relationships and social media presence in PR plan	1-0 Not included or missing many components	
<b>EVALUATION PLAN</b>	10-9 points Comprehensively addresses annual evaluation process with use of assessments. Provides insight for future improvements and yearly evaluation cycle.	8-6 points Includes annual evaluation process with some use of assessments. Provides some ideas for addressing improvements and yearly evaluation cycle.	5-2 points Minimally addresses evaluation process with no assessment inclusion. Does not include/vague ideas for addressing improvements and yearly evaluation cycle.	1-0 Not included or missing many components	
<b>MECHANICS</b>	5 points APA format is followed with detail and mechanical errors do not detract from the paper.	4 points APA format is somewhat followed and mechanical errors are minimal.	3 points APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper.	2-0 points The paper has numerous grammatical and/or spelling errors and does not follow APA.	5 pts
<b>CITATIONS</b>	5 points Stated positions are supported with multiple scholarly citations with some citations coming from outside of the course.	4 points Scholarly citations are used but little if any are from outside of the course material.	3 point Stated positions are minimally supported and contain no citations beyond the course material.	2-0 points Stated positions are not supported with scholarly citations.	10 pts
<b>LINK TO THE MONTANA PEPP STANDARDS</b>	5 points All six MT PEPP Standards are addressed in a manner that demonstrates a depth of knowledge and understanding.	4 points MT PEPP Standards are not addressed in a manner demonstrating a depth of knowledge and understanding or not all MT PEPP Standards are addressed.	3 points MT PEPP Standards are either missing or addressed in a cursory manner.	2-0 points The MT PEPP Standards are not addressed.	5 pts

## Appendix A

### Mission Alignment

The Department of Educational Leadership has aligned itself with the mission of The University of Montana-Missoula and the College of Education and Human Sciences Mission. The following mission statements demonstrated this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

#### THE UNIVERSITY OF MONTANA-MISSOULA MISSION

The mission of The University of Montana-Missoula is the pursuit of academic excellence as indicated 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. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana-Missoula provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world.

#### COLLEGE OF EDUCATION AND HUMAN SCIENCES MISSION STATEMENT

The College of Education and Human Sciences 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 Educational Leadership at The University of Montana-Missoula 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 to achieve mutual purposes.

## Appendix B

### Professional Standards for Student Performance

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.*

## Appendix C

### Field Experience

[https://coehs.umt.edu/departments/edlead/student\\_resources/field\\_experience.php](https://coehs.umt.edu/departments/edlead/student_resources/field_experience.php). 10.58.705(g) of the Montana Professional Educator Preparation Program Standards (PEPPS) notes that successful candidates:

complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

To address this standard, the Department of Educational Leadership has redesigned field experience expectations for students in either the M.Ed. or Licensure/Endorsement program. These field experience expectations are described on the Department's Website (<http://www.coehs.umt.edu/departments/edlead/default.php>). It is important to note that considerations have been made for students who have gained admittance to the department prior to the Fall 2011 Semester.

The field experience is designed to foster applied learning with best practices for educational leadership. The field experience provides the student with the opportunity to bring together leadership theory and practice in actual organizational environments. Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

### ACCOMMODATIONS

If you require some accommodation or are uncomfortable with some aspect of this course, please discuss these matters with me; I want to demonstrate the utmost sensitivity. Additionally, students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. (For other options see <http://life.umt.edu/dss/>).

### MASTERS OF EDUCATION CULMINATING PORTFOLIO

The Masters of Education degree in Educational Leadership requires a culminating portfolio. As part of this portfolio, students will submit a benchmark assignment from each of the required M.Ed. courses. There is not a benchmark assignment for this course.

### COURSE OUTCOMES AND STANDARDS FOR SCHOOL LEADERS

The Department of Educational Leadership (EDLD) has adopted the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996 and were later revised in the spring of 2008. The ISLLC Standards are used to guide courses in educational leadership. The six standards are either directly or indirectly addressed in this course. For a detailed explanation of the ISLLC Standards, visit the web site for the Council of Chief State School Officers at [http://www.ccsso.org/content/pdfs/elps\\_isllc2008.pdf](http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf).

## Appendix D

Assignment

Paper Title

by

Your Name

790#

Submitted to

Justine Alberts

In Partial Fulfillment of the Requirements of EDLD 559: PR for Principals

The University of Montana

Summer 2022

## References:

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