

COMPREHENSIVE PORTFOLIO

For

Graduate Study

Lakota Leadership and Management

Emphasis in

Education Administration

Master of Arts

Oglala Lakota College

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PURPOSE OF GRADUATE PROGRAM

The purpose of the graduate program at Oglala Lakota College is to develop individual management and leadership skills that are harmonious with Lakota values. Further, the knowledge base of the graduate program is designed to produce students with expanded intellectual application, independence in reading and research, using critical thinking skills in decision making, and ability to design and move toward change through strategic planning.

GRADUATE PROGRAM OVERVIEW

Oglala Lakota College's graduate programs of study are designed to expand understanding of contemporary society through a full application of the Lakota culture and its world relationships; to increase knowledge in a particular area; to challenge values and philosophy; to encourage independent research, and implementation; to develop and refine communication skills; to foster reflective thinking processes; to provide intellectual stimulation and a foundation for continued study (Oglala Lakota Catalog, 2011).

EDUCATION ADMINISTRATION OBJECTIVES

Students will integrate their knowledge and development of qualities necessary for Wolakota leadership.
Students will specify and implement how Lakota values, belief systems, and lifestyles of leaders and managers impact peoples and societies.
Students will recognize and practice listening, Lakota oratory skills, and other appropriate methods in the expression of Lakota values.
Students will assess how historical processes of colonization affected Lakota culture and the social organization of indigenous peoples. Use the assessment to develop a plan of action for change.
Students will practice concepts of organizing communities and constructing change.
Students will examine and evaluate financial management systems and recommend strategies for monitoring these systems
Students will identify, synthesize and interpret forces that underlie environmental issues using the Lakota world view of Mitakuye Oyasin. Determine how people and nature influence and affect environment, community, and curriculum.
Students will analyze and apply the development and implementation process of exercising of tribal rights.
Students will comprehend, interpret, and demonstrate the nature and significance of research, and provide them opportunities for application and implementation of research techniques.
Students will demonstrate an understanding of the larger political, economic and legal context within policies benefiting the diverse learner needs and school community.

(Education administration objectives modified fall 2011)

INTRODUCTION

Participants accepted in the Lakota Leadership and Management: Education Administration master's program is required to successfully complete a portfolio prior to the completion of the program. The portfolio will be used to document student growth and development relative to performance and program standards throughout their program of study.

PORTFOLIO DEVELOPMENT

The portfolio development process is ongoing. Students should integrate coursework and/or related field experience for the purpose of connecting theory and practice. Upon entering the program the Graduate Studies Department will provide the students with documents, information and guidance related to the portfolio process. The comprehensive portfolio should draw on each LakM and LMEA course of the program. The student should use the portfolio evaluation rubric attached.

Suggested timeline for completing key indicator responses

Suggested timeline below is aligned with the Lakota Leadership and Management: Education Administration course rotation for program of study. This is only a suggested timeline to assist you in monitoring the completion of specific key indicator responses per semester.

Semester 1 Fall	Key indicators #1, #2, #3, #4,#5, #6, #10, #15, #16
Semester 2 Spring	Key indicators#8, #9
Semester 3 Fall	Key indicators#11, #14, #17, #18, #19
Semester 4 Spring	Key indicators#7, #12, #13
Semester 5 Fall	Key indicators #20, #21, #22

STANDARDS

The portfolio is grounded Con in:

- Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors, by National Policy Board for Educational Administration.
http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf
- Competencies required by state of South Dakota standards (Appendix B)
- Oglala Lakota College Dept. of Education Conceptual Framework,
<http://www.olc.edu/~afisher/newsite/Conceptual%20Framework.htm>

PORTFOLIO DOCUMENT

The portfolio document consists of four parts: The first is **SECTION I**, which consists of your entrance requirements; resume, autobiography, philosophy of education, reference letters speaking to your leadership abilities, transcripts to demonstrate graduation from an accredited teacher preparation program and valid teaching certificate.

SECTION II is the **NARRATIVE**, which includes an **Executive Summary** of the portfolio document and written responses to the 22 portfolio **key indicators**. The executive summary includes a one-two paragraph overview of each standard which summarizes and explains the value of the standard's contents for readers to review. The executive summary serves primarily as an introduction to the reader, describing the content of each standard and clarifying why these particular contents are important.

The narrative section includes a separate document for each **key indicator** response. Key indicators are presented in question form related to each ELCC standard. You will formulate a reflective response and provide a theoretical base to justify your response. Each key indicator response should be a minimum of one – two page(s), double-spaced, APA style formatting and cite scholarly literature and integrate the Lakota philosophy and belief in support of the topic. A list of references should be included at the end of each key indicator.

The third section is **APPENDIX A**, is a pullout tool to guide you toward the suggested courses and work samples that you may reference within your reflective responses to each key indicator. Your responses **MUST** reference a specific student work sample within your indicator response to defend your choice of evidence as suggested in the scoring rubric. Students cannot use the same work sample for each key indicator. The written response to each **key indicator** and the supporting student work sample must demonstrate competency in the relevant ELCC element, SD State standard(s) and cultural value.

The fourth section is **APPENDIX B Comprehensive Portfolio Scoring Guide**. The portfolio document will be evaluated by faculty members and Education Administration Advisory Committee using the relevant scoring rubric. Evaluators will use Foliotek, an electronic portfolio system, to view each candidate's portfolio. The scoring guide and scores are tallied electronically when reports are generated on an average scale score.

SECTION I: ENTRANCE REQUIREMENTS

- Resume
- Autobiography
- Philosophy of Education
- Reference letters
- Transcripts
- Teacher Certification

SECTION II: NARRATIVE

Executive Summary

- Synopsis of each ELCC standard

Standard 1: Visionary Leadership

Key Indicator 1: Define vision, and discuss the role of the educational Lakota leader in developing this vision. **[ELCC 1.1] [SD State Competency #6][Lakota values: wisdom and courage]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LakM 603 Graduate Research and Writing, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 796 Principal Internship*

Key Indicator 2: How can a Lakota leader best articulate components of the vision, and what Lakota leadership ways of knowing and doing are necessary to implement and support the vision? **[ELCC 1.2] [SD State Competency #7] [Lakota values: wisdom and courage]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LakM 603 Graduate Research and Writing, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 796 Principal Internship, LMEA 773 Survey Design*

Key Indicator 3: Identify and discuss specific strategies (grounded in the literature and the Lakota philosophy and belief system) that may be used by a Lakota leader to promote the implementation of a shared vision. **[ELCC 1.3] [SD State Competencies #6 & #7][Lakota values: wisdom and courage]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 796 Principal Internship*

Key Indicator 4: Provide at least three examples of specific strategies (grounded in literature and Lakota philosophy and belief system) for guiding a climate of continuous improvement among educational staff and community members **[ELCC 1.4] [SD State Competencies #6, #1, #7][Lakota values: wisdom and courage]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LakM 603 Graduate Research and Writing, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 796 Principal Internship, LMEA 773 Survey Design*

Key Indicator 5: Provide at least three examples of specific strategies (grounded in literature and Lakota philosophy and belief system) for involving various stakeholders and community members in the entire process of developing, implementing, and maintaining the vision. **[ELCC 1.5] [SD State Competencies #1, #3, #5, #6][Lakota values: wisdom and courage]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LakM 603 Graduate Research and Writing, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 796 Principal Internship, LMEA 773 Survey Design*

Standard 2: Instructional Leadership

Key Indicator 6: What are the dynamics and relationship of the school community, school culture and the state education system? **[ELCC 2.1][SD State Competency #1][Lakota values: wisdom and courage]***LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 723 Counseling Theories, LMEA 796 Principal Internship*

Key Indicator 7: Using Lakota ways of knowing and doing, what are cutting edge procedures for designing and evaluating curricula, and what role does technology play in the process of designing and evaluating curricula? **[ELCC 2.2] [SD State Competencies #2 & #4][Lakota values: wisdom and courage]***LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 733 Curriculum Development, LMEA 796 Principal Internship*

Key Indicator 8: Provide three examples of cutting edge strategies (based on scholarly literature and Lakota philosophy and belief system) for improved instruction connected to increased student achievement. **[ELCC 2.3] [SD State Competencies #2 & #4][Lakota values: wisdom and courage]***LakM 603 Graduate Research and Writing, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 723 Counseling Theories, LMEA 733 Curriculum Development, LMEA 796 Principal Internship, LMEA 773 Survey Design*

Key Indicator 9: Provide three examples of cutting edge strategies (based on scholarly literature and Lakota philosophy and belief system) for designing, implementing, and evaluating professional growth and development plans. **[ELCC 2.4][SD State Competencies #4, #6, #7] [Lakota values: wisdom and courage]***LakM 603 Graduate Research and Writing, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 733 Curriculum Development, LMEA 796 Principal Internship*

Key Indicator 10: Discuss strategies (based on scholarly literature and Lakota philosophy and belief system) for reinforcing student's foundation in Lakota history, values, thought and philosophy, and for students to develop leadership skills that will provide a catalyst for change. **[Lakota values: respect, generosity, wisdom, fortitude, courage and humility]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LMEA 703 Instructional Supervision*

Standard 3: Organizational Leadership

Key Indicator 11: Provide recommendations of cutting edge strategies (based on scholarly literature and Lakota philosophy and belief system) for schools to effectively utilize organizational planning that aligns resources to the learning needs of students. **[ELCC 3.1] [SD State Competencies #5 & #6] [Lakota values: patience and fortitude]***LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LakM 603 Graduate Research and Writing, LMEA 713 School Administration, LMEA 723 Counseling Theories, LMEA 733 Curriculum Development, LMEA 743 School Finance, LMEA 603 School Law, LMEA 796 Principal Internship*

Key Indicator 12: What are key elements (based on scholarly literature and Lakota philosophy and belief system) of effective school level fiscal operations that utilize a variety of funding sources (including facilities)? **[ELCC 3.2] [SD State Competency #5][Lakota values: patience and fortitude]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LakM 603 Graduate Research and Writing, LMEA 603 School Law, LMEA 743 School Finance, LMEA 796 Principal Internship, LMEA 753 Advanced Educational Psychology*

Key Indicator 13: Provide recommendations (based on scholarly literature and Lakota philosophy and belief system) for schools to effectively manage resources (including technology and creative funding sources) in order to maximize student learning. **[ELCC 3.3][SD State Competencies #2 & #3][Lakota values: patience and fortitude]** *LMEA 713 School Administration, LMEA 723 Counseling Theories, LMEA 733 Curriculum Development, LMEA 743 School Finance, LMEA 603 School Law, LMEA 796 Principal Internship*

Standard 4: Collaborative Leadership

Key Indicator 14: Discuss the nature of the symbiotic relationship between schools and the Oyate (larger community) that they serve, including Tiwahe (families), Tiospaye (extended family), community agencies, grassroots, etc. **[ELCC 4.1] [SD State Competency #3][Lakota values: patience and fortitude]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LakM 603 Graduate Research and Writing, LMEA 713 School Administration, LMEA 723 Counseling Theories, LMEA 743 School Finance, LMEA 603 School Law, LMEA 753 Advanced Educational Psychology, LMEA 763 Statistics, LMEA 796 Principal Internship*

Key Indicator 15: Identify cultural, economic, community agencies and grassroots organizations in your area. Discuss the importance of educators reaching out to these community resources (based on scholarly literature and Lakota philosophy and belief system). **[ELCC 4.2] [SD State Competency #3][Lakota values: patience and fortitude]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LakM 603 Graduate Research and Writing, LMEA 713 School Administration, LMEA 723 Counseling Theories, LMEA 733 Curriculum Development, LMEA 753 Advanced Educational Psychology, LMEA 603 School Law, LMEA 796 Principal Internship*

Key Indicator 16: What is the role of the school leader in mobilizing community resources to achieve the school's vision (based on scholarly literature and Lakota philosophy and belief system)? **[ELCC 4.3] [SD State Competency #3][Lakota values: patience and fortitude]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LMEA 713 School Administration, LMEA 723 Counseling Theories, LMEA 733 Curriculum Development, LMEA 743 School Finance, LMEA 753 Advanced Educational Psychology, LMEA 603 School Law, LMEA 796 Principal Internship*

Standard 5: Ethical Leadership

Key Indicator 17: What is your understanding of the terms integrity, fairness and ethics according to Lakota values? How are they interrelated? How can they be distinguished? How does the application of your understanding of integrity aid in respecting the rights of others in your interactions culturally? Compare this understanding to ethical systems used in leadership. **[ELCC 5.1] [SD State Competency #5][Lakota values: knowledge and wisdom]** *LakM 513 Lakota Leadership/Management, LakM 533 Lakota Social Organization, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 796 Principal Internship*

Key Indicator 18: Describe the commonly recognized systems of ethical decision making available to the Lakota educational leader. How do these systems help in your interacting with others with fairness? **[ELCC 5.2] [SD State Competency #5][Lakota values: knowledge and wisdom]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 796 Principal Internship*

Key Indicator 19: Describe moral based terms that may be used to enhance and clarify communicating ethical decisions. What is meant by a personal code of ethics? What is a professional code of ethics? Describe your own personal code as it compares or contrasts to the professional code for the organization supporting your area of interest i.e. AASA (American Association of School Administrators), NASSP (National Association of Secondary School Principals), and NAESP (National Association of Elementary School Principals). **[ELCC 5.3][Lakota values: knowledge and wisdom]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LMEA 703 Instructional Supervision, LMEA 713 School Administration, LMEA 796 Principal Internship*

Standard 6: Contextual Leadership

Key Indicator 20: Develop a plan of action (based on scholarly literature and Lakota philosophy and belief system) for how to promote success within the political, social, economic, legal and cultural context for a variety of fiscally managed schools. **[ELCC 6.1] [SD state competencies #1, #2, #3, #4, #5, #6, #7] [Lakota values: knowledge and wisdom]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LakM 603 Graduate Research and Writing, LakM 593 Establishing Lakota Sovereignty, LMEA 713 School Administration, LMEA 723 Counseling Theories, LMEA 733 Curriculum Development, LMEA 743 School Finance, LMEA 603 School Law, LMEA 796 Principal Internship*

Key Indicator 21: Describe the major areas of inquiry that guide education law and provide key components for school policy making. What are the primary constitutional tests for deciding education law conflicts in the area of students' rights (based on scholarly literature and Lakota philosophy and belief system)? **[ELCC 6.2] [Lakota values: knowledge and wisdom]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LMEA 713 School Administration, LMEA 723*

Counseling Theories, LMEA 603 School Law, LMEA 753 Advanced Educational Psychology, LMEA 796 Principal Internship

Key Indicator 22: What current issues and policy solutions in education law might be used to communicate with school stakeholders for the improvement of the school community (based on scholarly literature and Lakota philosophy and belief system)?**[ELCC 6.3][SD State competency #3][Lakota values: knowledge and wisdom]** *LakM 513 Lakota Leadership and Management, LakM 533 Lakota Social Organization, LakM 593 Establishing Lakota Sovereignty, LMEA 713 School Administration, LMEA 723 Counseling Theories, LMEA 743 School Finance, LMEA 603 School Law, LMEA 753 Advanced Educational Psychology, LMEA 773 Survey Design, LMEA 796 Principal Internship*

PORTFOLIO FORMAT

Portfolio key indicators and student work samples will be uploaded to Foliotek, an electronic portfolio system.

PORTFOLIO EVALUATION

Please refer to APPENDIX B, portfolio scoring guide to evaluate each of your responses. Reviewers will use the scoring rubric to evaluate each of the responses as ‘outstanding’ (5 points), ‘meets with strengths’ (4 points), ‘meets expectations’ (3 points) ‘meets with weakness’ (2 points), ‘does not meet expectations’ (1 point). An average score will then be derived for each response. In order to earn a SATISFACTORY, a candidate must receive an average evaluation of ‘meets expectation’ or higher equivalent to 3> on EACH of the 22 responses.

The overall expectation of graduate studies department is that all candidates successfully complete the portfolio process. However, any student who receives an UNSATISFACTORY score may attempt to successfully complete the process by making suggested changes to the portfolio document to help ensure success during the second attempt.

APPENDIX A

SUGGESTED STUDENT WORK SAMPLES

This section lists the courses and suggested student work samples that support the responses to the key indicators. Examples of student work samples by ELCC standards include:

Visionary Leadership

Standard 1.0 [ELCC 1.1, 1.2, 1.3, 1.4, and 1.5]

- LakM 513 Lakota Foundations for Leadership and Management *Leadership style article critiques*
- LakM 533 Lakota Social Organization *Major group project*
- LMEA 703 Instructional Supervision *Supervision Activity*
- LMEA 713 School Administration *Field Experience*
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples that demonstrate your skills and competency related to visionary leadership
- Examples of cultural values and explain use in classroom

Instructional Leadership

Standard 2.0 [ELCC 2.1, 2.2, 2.3, and 2.4]

- LMEA 703 Instructional Supervision *Field Experience, Educational Platform*
- LMEA 713 School Administration *Philosophy of Administration Paper*
- LMEA 733 Fundamentals for Curriculum Development *Designed Evaluation Tool*
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples that demonstrate your skills and competency related to visionary leadership

Organizational Leadership

Standard 3.0 [ELCC 3.1, 3.2, and 3.3]

- LakM 513 Lakota Foundations for Leadership and Management
- LMEA 713 School Administration
- LMEA 603 School Law
- LMEA 743 School Finance *Draft School Budget and Justification*
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples that demonstrate your skills and competency related to visionary leadership

Collaborative Leadership

Standard 4.0 [ELCC 4.1, 4.2, and 4.3]

- LakM 513 Lakota Foundations for Leadership and Management
- LakM 533 Lakota Social Organization
- LMEA 713 School Administration *Philosophy of Education*

- LMEA 723 Counseling Theories and Socio-Culture Foundations *Community Building Activity*
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples that demonstrate your skills and competency related to visionary leadership

Ethical Leadership

Standard 5.0 [ELCC 5.1, 5.2, and 5.3]

- LakM 513 Lakota Foundations for Leadership and Management
- LakM 533 Lakota Social Organization
- LMEA 713 School Administration
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples that demonstrate your skills and competency related to visionary leadership

Contextual Leadership

Standard 6.0 [6.1, 6.2, and 6.3]

- LAKM 533 Lakota Social Organization
- LAKM 593 Establishing Lakota Sovereignty
- LMEA 703 Instructional Supervision
- LMEA 713 School Administration
- LMEA 723 Counseling Theories and Socio-Culture Foundations
- LMEA 733 Fundamentals of Curriculum Development
- LMEA 743 School Finance
- LMEA 603 School Law
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples that demonstrate your skills and competency related to visionary leadership

APPENDIX B COMPREHENSIVE PORTFOLIO SCORING GUIDE

Assessment of the candidate’s abilities to develop a vision

Visionary Lakota Leadership

Standard #1, Key Indicator # 1: *Define vision, and discuss the role of the educational Lakota leader in developing this vision.*

Examples of student work samples (choose a minimum of one to support Standard #1, Key Indicator #1) [ELCC 1.1] [SD state competency #6] [Lakota values: wisdom and courage]

- LakM 513 Lakota Foundations for Leadership and Management *Leadership style article critiques*
- LakM 533 Lakota Social Organization *Major group project*
- LakM 603 Graduate Research, Writing and Statistics
- LMEA 703 Instructional Supervision *Supervision Activity*
- LMEA 713 School Administration *Field Experience*
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development that demonstrate your skills and competency related to visionary Lakota leadership
- Examples of cultural values and explain use in classroom

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 1.1), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectations	Meets with Strengths	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of processes supporting the development of a vision • The narrative is not supported with scholarly literature addressing the development of a vision • Student work sample is not referenced supporting the candidate’s 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding the development of a vision • One scholarly literature is cited, however does not address the development of a vision • One student work sample is referenced, however it does not demonstrate the candidates ability to 	<ul style="list-style-type: none"> • The narrative is of quality in understanding the development of a vision. • One scholarly literature is cited to support the candidate’s processes supporting the development of a vision • One student work sample is referenced supporting the candidate’s ability to develop a vision. 	<ul style="list-style-type: none"> • The narrative is of sufficient quality and demonstrates the candidates ability to develop a vision. • One-two scholarly literatures are cited to support the candidate’s processes supporting the development of a vision • One-two student work sample(s) are referenced clearly 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of the school leader’s role in developing a school vision. • Two or more Scholarly literatures are cited to support the candidate’s discussion of vision development.

<p>ability to develop a vision</p> <ul style="list-style-type: none"> • The candidate does <p>Not discuss relevant knowledge and activities, as specified in ELCC 1.1.b</p> <ul style="list-style-type: none"> • Candidate does not define or discuss their vision using the relevant Lakota values; courage and wisdom 	<p>develop a vision</p> <ul style="list-style-type: none"> • The candidate discusses knowledge as specified in ELCC 1.1b, however does not make a connection to vision development • Candidate defines the relevant Lakota values; courage and wisdom, however does not make a connection to vision development 	<ul style="list-style-type: none"> • The candidate Discusses relevant knowledge and activities, as specified in ELCC 1.1.b. • Candidate defines their vision using the relevant Lakota values; courage and wisdom 	<p>supporting the candidate’s ability to develop a vision.</p> <ul style="list-style-type: none"> • The candidate discusses, with eagerness, relevant knowledge and activities, as specified in ELCC 1.1.b. • Candidate clearly defines & discusses their vision using the relevant Lakota values; courage and wisdom 	<ul style="list-style-type: none"> • Two or more student work samples are referenced supporting the candidate’s ability to develop a vision. • The candidate provides an extraordinary discussion of the relevant knowledge and activities, as specified in ELCC 1.1.b • Candidate defines & discusses, in detail, their vision using the relevant Lakota values; courage and wisdom
1	2	3	4	5

Total score _____

Assessment of the candidate’s abilities to articulate a vision

Visionary Lakota Leadership

Standard # 1, Key Indicator # 2: *How can a Lakota leader best articulate components of the vision, and what Lakota leadership ways of knowing and doing are necessary to implement and support the vision?*

Examples of student work samples (choose a minimum of one to support Standard #1, Key Indicator #2) [ELCC 1.2] [SD state competency #7]
[Lakota values: wisdom and courage]

- LakM 513 Lakota Foundations for Leadership and Management *Leadership style article critiques*
- LakM 533 Lakota Social Organization *Major group project*
- LakM 603 Graduate Research, Writing and Statistics
- LMEA 703 Instructional Supervision *Supervision Activity*
- LMEA 713 School Administration *Field Experience*
- LMEA 773 Survey Design
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrates your skills and competency related to visionary Lakota leadership
- Examples of cultural values and explain use in classroom

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 1.2), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of issues related to the articulation of a vision • The narrative is not supported with scholarly literature addressing the articulation of a vision • Student work 	<ul style="list-style-type: none"> • The narrative lacks quality, including an understanding and application of the issues related to the articulation of a vision • One scholarly literature is cited, however it does not address the issues related to the articulation of a vision 	<ul style="list-style-type: none"> • The narrative is of quality in understanding the application of the issues related to the articulation of a vision • One scholarly literature is cited addressing the articulation of a vision • One student work sample is referenced 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable understanding and application of the issues related to the articulation of a vision • One-two scholarly literatures are cited defining and discussing the issues related to the 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of the issues related to the articulation of a vision • Two or more scholarly literatures are cited to support the candidate’s discussion of

<p>sample is not referenced supporting the candidate's ability to articulate a vision</p> <ul style="list-style-type: none"> • The candidate does Not discuss research strategies, planning processes, or communication elements as specified in ELCC 1.2b • The candidate does not discuss evidence of his/her ability to communicate the vision as specified in ELCC 1.2c • Candidate does not articulate components of the vision using the relevant Lakota values; courage and wisdom 	<ul style="list-style-type: none"> • One student work sample is referenced, however it does not demonstrate the candidate's ability to articulate a vision • The candidate does not use relevant knowledge when discussing research strategies, planning or communication elements as specified in ELCC 1.2b • The candidate does not use relevant knowledge when discussing evidence of his/her ability to communicate the vision as specified in ELCC 1.2c • Candidate defines relevant Lakota values; courage and wisdom, however does not make a connection to vision articulation 	<p>supporting the candidate's ability to articulate a vision.</p> <ul style="list-style-type: none"> • The candidate uses relevant knowledge when discussing research strategies, planning or communication elements as specified in ELCC 1.2b • The candidate uses relevant knowledge when discussing evidence of his/her ability to communicate the vision as specified in ELCC 1.2c • Candidate defines their vision using the relevant Lakota values; courage and wisdom 	<p>articulation of a vision</p> <ul style="list-style-type: none"> • One-two student work sample(s) are referenced clearly supporting the candidate's ability to articulate a vision • The candidate clearly discusses relevant research strategies, planning or communication elements as specified in ELCC 1.2b • The candidate clearly discusses evidence of his/her ability to communicate the vision as specified in ELCC 1.2c • Candidate defines and articulates components of the vision using the relevant Lakota values; courage and wisdom 	<p>vision articulation</p> <ul style="list-style-type: none"> • Two or more student work samples are referenced supporting the candidate's ability to articulate a vision • The candidate provides an extraordinary discussion of research strategies, planning or communication elements as specified in ELCC 1.2b • The candidate presents substantial evidence of his/her ability to communicate the vision as specified in ELCC 1.2c • Candidate articulates, in detail, components of the vision relevant to Lakota values; courage and wisdom
1	2	3	4	5

Total score _____

Assessment of the candidate’s abilities to implement a vision

Visionary Lakota Leadership

Standard # 1, Key Indicator # 3: *Identify and discuss specific strategies (grounded in the literature and the Lakota philosophy and belief system) that may be used by a Lakota leader to promote the implementation of a shared vision.*

Examples of student work samples (choose a minimum of one to support Standard #1, Key Indicator #3) [ELCC 1.3] [SD state competency #6 & #7] [Lakota values: wisdom and courage]

- LakM 513 Lakota Foundations for Leadership and Management *Leadership style article critiques*
- LakM 533 Lakota Social Organization *Major group project*
- LMEA 703 Instructional Supervision *Supervision Activity*
- LMEA 713 School Administration *Field Experience*
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrates your skills and competency related to visionary Lakota leadership
- Examples of cultural values and explain use in classroom

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 1.3), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of effective strategies for implementation of a vision • The narrative is not supported with scholarly literature pertaining to the implementation of a 	<ul style="list-style-type: none"> • The narrative lacks quality, including an understanding and application of effective strategies for implementation of a vision • One scholarly literature is cited, however the candidate does not discuss the article’s 	<ul style="list-style-type: none"> • The narrative is of quality, including an understanding and application of effective strategies for implementation of a vision • One scholarly literature is cited to support the candidates discussion pertaining to 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding and application of effective strategies for implementation of a vision • One-two scholarly literatures are used to support the candidates 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of effective strategies for implementation of a vision • Two or more scholarly literatures are used pertaining to the

<p>vision</p> <ul style="list-style-type: none"> • Student work sample is not referenced supporting the candidate’s ability to implement a vision • The candidate does not identify or discuss initiatives, plans or processes that promote the implementation of a vision as specified in ELCC 1.3 • Candidate does not identify or discuss initiatives, plans or processes that promote the implementation of a plan using relevant Lakota values; courage and wisdom 	<p>relevance to the implementation of a vision</p> <ul style="list-style-type: none"> • One student work sample is referenced, however it does not demonstrate the candidate’s ability to implement a vision • The candidate references initiatives or plans that promote the implementation of a vision as specified in ELCC 1.3 • Candidate references initiatives or plans that promote the implementation of a plan using relevant Lakota values; courage and wisdom 	<p>implementation of a vision</p> <ul style="list-style-type: none"> • One student work sample is referenced supporting the candidate’s ability to implement a vision • The candidate identifies and discusses initiatives or plans that promote the implementation of a vision as specified in ELCC 1.3 • Candidate identifies and discusses initiatives or plans that promote the implementation of a vision using relevant Lakota values; courage and wisdom 	<p>discussion pertaining to implementation of a vision</p> <ul style="list-style-type: none"> • One-two student work sample(s) are referenced clearly supporting the candidate’s ability to implement a vision • The candidate clearly identifies and discusses initiatives, plans or processes that promote the implementation of a vision as specified in ELCC 1.3 • Candidate clearly identifies and discusses initiatives, plans or processes that promote the implementation of a vision using relevant Lakota values; courage and wisdom 	<p>implementation of a vision</p> <ul style="list-style-type: none"> • Two or more student work samples are referenced supporting the candidate’s ability to implement a vision • The candidate provides an extraordinary discussion of initiatives, plans, or processes that promote the implementation of a vision as specified in ELCC 1.3 • Candidate identifies and discusses, in detail, initiatives, plans or processes that promote the implementation of a vision using relevant Lakota values; courage and wisdom
1	2	3	4	5

Total score _____

Assessment of the candidate’s abilities to steward a vision

Visionary Lakota Leadership

Standard # 1, Key Indicator #4: *Provide at least three examples of specific strategies (grounded in literature and Lakota philosophy and belief system) for guiding a climate of continuous improvement among educational staff and community members.*

Examples of student work samples (choose a minimum of one to support Standard #1, Key Indicator #4) [ELCC 1.4] [SD state competency #6, #1, #7] [Lakota values: wisdom and courage]

- LakM 513 Lakota Foundations for Leadership and Management *Leadership style article critiques*
- LakM 533 Lakota Social Organization *Major group project*
- LakM 603 Graduate Research, Writing and Statistics
- LMEA 703 Instructional Supervision *Supervision Activity*
- LMEA 713 School Administration *Field Experience*
- LMEA 773 Survey Design
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to visionary Lakota leadership
- Examples of cultural values and explain use in classroom

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 1.4), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of various mechanisms that underlay stewardship of a vision • The narrative is not supported with 	<ul style="list-style-type: none"> • The narrative lacks quality, including an understanding and application of the various mechanisms that underlay stewardship of a vision • One scholarly 	<ul style="list-style-type: none"> • The narrative is of quality, including an understanding of the various mechanisms that underlay stewardship of a vision • One scholarly 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding and application of the various mechanisms that underlay stewardship of a 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of the various mechanisms that underlay stewardship of a

<p>scholarly literature addressing the stewardship of a vision</p> <ul style="list-style-type: none"> • Student work sample is not referenced supporting the candidate’s ability to steward a vision • The candidate does not identify or discuss the systems for using data-based research strategies to steward the vision as specified in ELCC 1.4b • Candidate does not identify or discuss the various methods at his/her disposal for the stewardship of continuous improvement for ALL staff members, as specified in ELCC 1.4c • Candidate does not identify or discuss the specific strategies for guiding a climate of continuous improvement for ALL staff members relevant to Lakota values; courage and wisdom 	<p>literature is cited, however the candidate does not discuss the article’s relevance to the stewardship of a vision</p> <ul style="list-style-type: none"> • One student work sample is referenced, however it does not demonstrate the candidate’s ability to steward a vision • The candidate identifies the system for using data-based research strategies to steward the vision as specified in ELCC 1.4b • Candidate identifies various methods at his/her disposal for the stewardship of continuous improvement for ALL staff members, as specified in ELCC 1.4c • Candidate identifies strategies for guiding a climate of continuous improvement for ALL staff members relevant to Lakota values; courage and wisdom 	<p>literature is cited to support the candidates discussion of the stewardship of a vision</p> <ul style="list-style-type: none"> • One student work sample is referenced supporting the candidate’s ability to steward a vision • The candidate identifies and discusses the system for using data-based research strategies to steward the vision as specified in ELCC 1.4b • The candidate identifies and discusses various methods at his/her disposal for the stewardship of continuous improvement for ALL staff members as specified in ELCC 1.4c • Candidate identifies and discusses strategies for guiding a climate of continuous improvement for ALL staff members relevant to Lakota values; courage and wisdom 	<p>vision</p> <ul style="list-style-type: none"> • One-two scholarly literatures are cited to support the candidates discussion of the stewardship of a vision • One-two student work sample(s) are referenced clearly supporting the candidate’s ability to steward a vision • The candidate concisely identifies and discusses the system for using data-based research strategies to steward the vision as specified in ELCC 1.4b • The candidate concisely identifies and discusses various methods at his/her disposal for the stewardship of continuous improvement for ALL staff members as specified in ELCC 1.4c • The candidate concisely identifies and discusses strategies for guiding a climate of continuous improvement for ALL staff members relevant to Lakota values; courage and wisdom 	<p>vision</p> <ul style="list-style-type: none"> • Two or more scholarly literatures are used to support the candidates discussion of the stewardship of a vision • Two or more student work samples are referenced supporting the candidate’s ability to steward a vision • The candidate provides an extraordinary discussion of systems for using data-based research strategies to steward the vision as specified in ELCC 1.4b • The candidate provides an extraordinary discussion identifying various methods at his/her disposal for the stewardship of continuous improvement for ALL staff members as specified in ELCC 1.4c • Candidate identifies and discusses, in detail, strategies for guiding a climate of continuous improvement for ALL staff members relevant to Lakota values; courage and wisdom
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1	2	3	4	5
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Total score _____

Assessment of the candidate’s abilities to promote community involvement in the vision

Visionary Lakota Leadership

Standard # 1, Key Indicator #5: *Provide at least three examples of specific strategies (grounded in literature and Lakota philosophy and belief system) for involving various stakeholders and community members in the entire process of developing, implementing, and maintaining the vision.*

Examples of student work samples (choose a minimum of one to support Standard #1, Key Indicator #5) [ELCC 1.5] [SD state competency #1, #3, #5, #6] [Lakota values: wisdom and courage]

- LakM 513 Lakota Foundations for Leadership and Management *Leadership style article critiques*
- LakM 533 Lakota Social Organization *Major group project*
- LakM 603 Graduate Research, Writing and Statistics
- LMEA 703 Instructional Supervision *Supervision Activity*
- LMEA 713 School Administration *Field Experience*
- LMEA 773 Survey Design
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to visionary Lakota leadership
- Examples of cultural values and explain use in classroom

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 1.5), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of effective strategies for involving the community in the vision • The narrative is not supported with scholarly literature about effectively involving various communities in the vision 	<ul style="list-style-type: none"> • The narrative lacks quality, including an understanding and application of effective strategies for involving the community in the vision • One scholarly literature is cited, however the candidate does not discuss the article’s relevance regarding 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding and application of effective strategies for involving the community in the vision • One-two scholarly literatures are cited to support the effective involvement of various 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding and application of effective strategies for involving the community in the vision • One-two scholarly literatures are cited to support the effective involvement of various 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of effective strategies for involving the community in the vision • Two or more scholarly literatures are cited to support the effective involvement of

<ul style="list-style-type: none"> • Student work sample does not support the candidate’s ability to promote community involvement in the vision • Candidate does identify or discuss specific strategies that promote community involvement, specified in ELCC 1.5 • Candidate does not provide specific strategies which promote community involvement relevant to Lakota values; courage and wisdom 	<p>involvement of various communities in the vision</p> <ul style="list-style-type: none"> • One student work sample is referenced, however it does not demonstrate the candidate’s ability to promote community involvement in the vision • Candidate identifies strategies that promote community involvement, as specified in ELCC 1.5 • Candidate provides strategies which promote community involvement relevant to Lakota values; courage and wisdom 	<p>communities in the vision</p> <ul style="list-style-type: none"> • One student work sample is referenced supporting the candidate’s ability to promote community involvement in the vision • Candidate identifies and discusses specific strategies that promote community involvement, as specified in ELCC 1.5 • Candidate identifies and discusses specific strategies which promote community involvement relevant to Lakota values; courage and wisdom 	<p>communities in the vision</p> <ul style="list-style-type: none"> • One student work sample is referenced supporting the candidate’s ability to promote community involvement in the vision • Candidate identifies and discusses specific strategies that promote community involvement, as specified in ELCC 1.5 • Candidate identifies and discusses specific strategies which promote community involvement relevant to Lakota values; courage and wisdom 	<p>various communities in the vision</p> <ul style="list-style-type: none"> • One or more student work samples are referenced supporting the candidate’s ability to promote community involvement in the vision • Candidate provides an extraordinary discussion of specific strategies that promote community involvement, as specified in ELCC 1.5 • Candidate identifies and discusses, in detail, specific strategies which promote community involvement relevant to Lakota values; courage and wisdom
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to promote a positive school culture

Instructional Lakota Leadership

Standard #2, Key Indicator #6: *What are the dynamics and relationship of the school community, school culture and the state education system?*

Examples of student work samples (choose a minimum of one to support Standard #2, Key Indicator #6) [ELCC 2.1] [SD state competency #1 & #3] [Lakota values: wisdom and courage]

- LakM 513 Lakota Leadership and Management
- LakM 533 Lakota Social Organization
- LMEA 703 Instructional Supervision *Field Experience, Educational Platform*
- LMEA 713 School Administration *Philosophy of Administration Paper*
- LMEA 723 Counseling Theories
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to instructional Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 2.1), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of diversity and its relationship to school culture • The narrative is not supported with scholarly literature addressing school culture • Student work sample is not referenced supporting the candidate’s ability to promote a positive school culture 	<ul style="list-style-type: none"> • The narrative lacks quality, including an understanding and application of diversity and its relationship to school culture • One scholarly literature is cited, however the candidate does not discuss the article’s relevance to school culture or community • One student work sample is referenced, 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding and application of diversity and its relationship to school culture • One-two scholarly literatures are cited to support the candidate’s discussion of school culture • One student work 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding and application of diversity and its relationship to school culture • One-two scholarly literatures are cited to support the candidate’s discussion of school culture • One student work 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of diversity and its relationship to school culture • Two or more scholarly literatures are cited to support the candidate’s discussion of school culture • One or more

<ul style="list-style-type: none"> • The candidate does identify or discuss the dynamics that promote school culture, as specified in ELCC 2.1a • Candidate does not identify or discuss the dynamics that promote school culture, relevant to Lakota values; courage and wisdom 	<p>however does not demonstrate the candidate's ability to promote a positive school culture</p> <ul style="list-style-type: none"> • The candidate identifies the dynamics that promote school culture, as specified in ELCC 2.1a • Candidate identifies the dynamics that promote school culture, relevant to Lakota values; courage and wisdom 	<p>sample is referenced supporting the candidate's ability to promote a positive school culture</p> <ul style="list-style-type: none"> • The candidate identifies and discusses the dynamics that promote school culture, as specified in ELCC 2.1a • Candidate identifies and discusses the dynamics that promote school culture, relevant to Lakota values; courage and wisdom 	<p>sample is referenced supporting the candidate's ability to promote a positive school culture</p> <ul style="list-style-type: none"> • The candidate identifies and discusses the dynamics that promote school culture, as specified in ELCC 2.1a • Candidate identifies and discusses the dynamics that promote school culture, relevant to Lakota values; courage and wisdom 	<p>student work samples are referenced supporting the candidate's ability to promote a positive school culture</p> <ul style="list-style-type: none"> • The candidate provides an extraordinary discussion the dynamics that promote school culture, as specified in ELCC 2.1a • Candidate identifies and discusses, in detail, the dynamics that promote school culture, relevant Lakota to values; courage and wisdom
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to promote an effective instructional program

Instructional Lakota Leadership

Standard #2, Key Indicator #7: *Using Lakota ways of knowing and doing, what are cutting edge procedures for designing and evaluating curricula, and what role does technology play in the process of designing and evaluating curricula?*

Examples of student work samples (choose a minimum of one to support Standard #2, Key Indicator #7) [ELCC 2.2] [SD state competency #2 & #4] [Lakota values: wisdom and courage]

- LMEA 703 Instructional Supervision *Field Experience, Educational Platform*
- LMEA 713 School Administration *Philosophy of Administration Paper*
- LMEA 733 Fundamentals for Curriculum Development *Designed Evaluation Tool*
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to instructional Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 2.2), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of curricular design and evaluation. • The narrative is not supported with scholarly literature addressing the improvement of instruction through effective curriculum Design and evaluation. 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding curricular design and evaluation. • One scholarly literatures is cited, however does not address the improvement of instruction through effective curriculum design and evaluation. • One student work sample is referenced, 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding curricular design and evaluation • One scholarly literature is cited to address the improvement of instruction through effective curriculum design and evaluation. • One student work sample is referenced supporting the candidate’s 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding curricular design and evaluation. • One-two scholarly literature(s) is/are cited to address the improvement of instruction through effective curriculum design and evaluation • One-two student 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of curricular design and evaluation. • Two or more scholarly literatures are cited to address the improvement of instruction through effective

<ul style="list-style-type: none"> • Student work sample is not referenced supporting the candidate's ability to provide an effective instructional program. • The candidate does not relate the discussion to critical elements such as diverse learner needs as indicated in ELCC 2.2.b. • The candidate does not indicate the appropriate use of technology and information systems to support instruction as indicated in ELCC 2.2.c. • Candidate does not discuss cutting edge procedures for designing and evaluating curricula using Lakota values; courage and wisdom with appropriate citations. 	<p>however does not demonstrate the candidate's ability to provide an effective instructional program.</p> <ul style="list-style-type: none"> • The candidate discusses elements such as diverse learner needs as indicated in ELCC 2.2.b, however does not make a connection to effective instructional programs • The candidate discusses use of technology and information systems to support instruction as indicated in ELCC 2.2.c, however does not make a connection to effective instructional programs • Candidate does discuss cutting edge procedures for designing and evaluating curricula however does not make a connection to Lakota values; courage and wisdom, 	<p>ability to provide an effective instructional program.</p> <ul style="list-style-type: none"> • The candidate discusses critical elements such as diverse learner needs as indicated in ELCC 2.2.b. • The candidate discusses the appropriate use of technology and information systems to support instruction as indicated in ELCC 2.2.c. • Candidate does discuss cutting edge procedures for designing and evaluating curricula using Lakota values; courage and wisdom with one appropriate citations. 	<p>work sample(s) is/are referenced clearly supporting the candidates ability to provide an effective instructional program</p> <ul style="list-style-type: none"> • The candidate concisely identifies and discusses critical elements such as diverse learner needs as indicated in ELCC 2.2b • The candidate concisely identifies and discusses the appropriate use of technology and information systems to support instruction as indicated in ELCC 2.2.c • Candidate concisely identifies and discusses cutting edge procedures for designing and evaluating curricula using Lakota values; courage and wisdom 	<p>curriculum design and evaluation.</p> <ul style="list-style-type: none"> • Two or more student work samples are referenced supporting the candidate's ability to provide an effective instructional program. • The candidate provides an extraordinary discussion of critical elements such as indicated in ELCC 2.2.b. • The candidate provides an extraordinary discussion of the appropriate use of technology and information systems to support instruction as indicated in ELCC 2.2.c. • Candidate discusses, in detail, cutting edge procedures for designing and evaluating curricula using Lakota values; courage and wisdom
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to apply best practice to student learning

Instructional Lakota Leadership

Standard #2, Key Indicator #8: *Provide three examples of cutting edge strategies (based on scholarly literature and Lakota philosophy and belief system) for improved instruction connected to increased student achievement.*

Examples of student work samples (choose a minimum of one to support Standard #2, Key Indicator #8) [ELCC 2.3] [SD state competency #2 & #4] [Lakota values: wisdom and courage]

- LakM 603 Graduate Research, Writing and Statistics
- LMEA 703 Instructional Supervision *Field Experience, Educational Platform*
- LMEA 713 School Administration *Philosophy of Administration Paper*
- LMEA 723 Counseling Theories
- LMEA 733 Fundamentals for Curriculum Development *Designed Evaluation Tool*
- LMEA 773 Survey Design
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to instructional Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 2.3), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of strategies for improved instruction. • The narrative is not supported with scholarly literature 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding of strategies for improved instruction • One scholarly literature is cited, however does not pertain to strategies for effective 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding of strategies for improved instruction • One scholarly literature is cited to support the candidate’s 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding and application of strategies for improved instruction • One-two scholarly 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of strategies for improved instruction. • Two or more

<p>pertaining to strategies for effective instruction</p> <ul style="list-style-type: none"> • Student work sample is not referenced to support the candidate’s ability to apply best practices to student learning • The candidate does not identify or discuss various theories as specified in ELCC 2.3.b. • The candidate does not identify or discuss appropriate research strategies as specified in ELCC 2.3.c. • Candidate does not provide three examples of cutting edge strategies for improved instruction using Lakota values; courage and wisdom 	<p>instruction</p> <ul style="list-style-type: none"> • One student work sample is referenced, however does not pertain to candidate’s ability to apply best practices to student learning • The candidate discusses theories as specified in ELCC 2.3.b, however does not make a connection to improved instruction • The candidate discusses research strategies as specified in ELCC 2.3.c, however does not make a connection to improved instruction • Candidate discusses examples of cutting edge strategies for improved instruction, however does not make a connection to Lakota values; courage and wisdom 	<p>discussion pertaining to strategies for effective instruction</p> <ul style="list-style-type: none"> • One student work sample is referenced to support the candidate’s ability to apply best practices to student learning. • The candidate discusses theories as specified in ELCC 2.3.b. • The candidate discusses research strategies as specified in ELCC 2.3.c. • Candidate discusses examples of cutting edge strategies for improved instruction using Lakota values; courage and wisdom 	<p>literature(s) is/are cited to support the candidate’s discussion pertaining to strategies for effective instruction</p> <ul style="list-style-type: none"> • One-two student work sample(s) is/are referenced to support the candidate’s ability to apply best practices to student learning. • The candidate identifies and discusses various theories as specified in ELCC 2.3.b. • The candidate identifies and discusses the appropriate research strategies as specified in ELCC 2.3.c. • Candidate concisely discusses examples of cutting edge strategies for improved instruction using Lakota values; courage and wisdom 	<p>scholarly literatures are cited to support the candidate’s discussion pertaining to strategies for effective instruction</p> <ul style="list-style-type: none"> • Two or more student work samples are referenced to support the candidate’s ability to apply best practices to student learning. • The candidate provides an extraordinary discussion of various theories as specified in ELCC 2.3.b. • The candidate provides an extraordinary discussion of the appropriate research strategies as specified in ELCC 2.3.c. • Candidate provides, in detail, three examples of cutting edge strategies for improved instruction using Lakota values; courage and wisdom.
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to design comprehensive professional growth plans

Instructional Lakota Leadership

Standard #2, Key Indicator #9: *Provide three examples of cutting edge strategies (based on scholarly literature and Lakota philosophy and belief system) for designing, implementing, and evaluating professional growth and development plans.*

Examples of student work samples (choose a minimum of one to support Standard #2, Key Indicator #9) [ELCC 2.4] [SD state competency #4, #6 & #7] [Lakota values: wisdom and courage]

- LakM 603 Graduate Research, Writing and Statistics
- LMEA 703 Instructional Supervision *Field Experience, Educational Platform*
- LMEA 713 School Administration *Philosophy of Administration Paper*
- LMEA 733 Fundamentals for Curriculum Development *Designed Evaluation Tool*
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to instructional Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 2.4), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of strategies for improved instruction. • The narrative is not supported with scholarly literature 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding of strategies for improved instruction. • One scholarly literature is cited, however does not pertain to strategies for effective 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding of strategies for improved instruction • One scholarly literature is cited to support the candidate’s 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding and application of strategies for improved instruction • One-two scholarly 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of strategies for improved instruction. • Two or more

<p>pertaining to strategies for effective instruction</p> <ul style="list-style-type: none"> • Student work sample is not referenced to support the candidate’s ability to apply best practices to student learning • The candidate does discuss professional development programs based on reflective practice and research as specified in ELCC 2.4a • The candidate does not identify or discuss various strategies as specified in ELCC 2.4b • Candidate does not identify or discuss examples of cutting edge strategies for professional development plans using Lakota values; courage and wisdom 	<p>instruction</p> <ul style="list-style-type: none"> • Student work sample is referenced, however does not demonstrate the candidate’s ability to apply best practices to student learning • The candidate discusses professional development programs based on reflective practice and research as specified in ELCC 2.4a, however does not make a connection to improved instruction • The candidate discusses various strategies as specified in ELCC 2.4b, however does not make a connection to improved instruction • Candidate discusses examples of cutting edge strategies for professional development plans, however does not make a connection to Lakota values; courage and wisdom 	<p>discussion pertaining to strategies for effective instruction</p> <ul style="list-style-type: none"> • One student work sample is referenced to support the candidate’s ability to apply best practices to student learning. • The candidate discusses professional development programs based on reflective practice and research as specified in ELCC 2.4a • The candidate discusses various strategies as specified in ELCC 2.4b • Candidate discusses examples of cutting edge strategies for professional development plans using Lakota values; courage and wisdom 	<p>literature(s) is/are cited to support the candidate’s discussion pertaining to strategies for effective instruction</p> <ul style="list-style-type: none"> • One-two student work sample(s) is/are referenced to support the candidate’s ability to apply best practices to student learning. • The candidate identifies and discusses well-planned, context-appropriate professional development programs based on reflective practice and research as specified in ELCC 2.4a • The candidate identifies and discusses various strategies as specified in ELCC 2.4b • Candidate concisely identifies and discusses examples of cutting edge strategies for professional development plans using Lakota values; courage and wisdom 	<p>scholarly literature(s) is/are cited to support the candidate’s discussion pertaining to strategies for effective instruction</p> <ul style="list-style-type: none"> • Two or more student work samples are referenced to support the candidate’s ability to apply best practices to student learning. • The candidate provides an extraordinary discussion of well-planned, context-appropriate professional development programs based on reflective practice and research as specified in ELCC 2.4a • The candidate provides an extraordinary discussion of various strategies as specified in ELCC 2.4b • Candidate identifies and discusses, in detail, examples of cutting edge strategies for professional development plans using Lakota values; courage and wisdom.
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to promote Lakota culture and values in educational settings

Instructional Lakota Leadership

Standard #2, Key Indicator #10: *Discuss strategies (based on scholarly literature and Lakota philosophy and belief system) for reinforcing student’s foundation in Lakota history, values, thought and philosophy, and for students to develop leadership skills that will provide a catalyst for change.*

Examples of student work samples (choose a minimum of one to support Standard #2, Key Indicator #10) [Lakota values: respect, generosity, wisdom, courage, fortitude and humility]

- LakM 513 Lakota Foundations for Leadership and Management
- LakM 533 Lakota Social Organization
- LMEA 703 Instructional Supervision *Field Experience, Educational Platform*
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to instructional Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency, circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative is of substandard quality, lacking understanding of strategies for promoting Lakota culture and values in educational settings. 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding of strategies for promoting Lakota culture and values in educational settings • One scholarly 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding of strategies for promoting Lakota culture and values in educational settings 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding and application for promoting Lakota culture 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of strategies for promoting

<ul style="list-style-type: none"> • The narrative is not supported with scholarly literature pertaining to strategies for promoting Lakota culture and values in educational settings • Student work sample is not referenced and presented in the appendix to support the candidate's ability to promote Lakota culture and values in educational settings • Candidate does not use appropriate Lakota philosophy or values reference 	<p>literature is cited, however does not support the candidate's discussion for promoting Lakota culture and values in educational settings</p> <ul style="list-style-type: none"> • One student work sample is referenced, however does not support the candidate's ability to promote Lakota culture and values in educational settings • Candidate uses appropriate Lakota philosophy or values reference 	<ul style="list-style-type: none"> • One scholarly literature is cited to support the candidate's discussion pertaining to strategies for promoting Lakota culture and values in educational settings • One student work sample is referenced to support the candidate's ability to promote Lakota culture and values in educational settings. • Candidate uses a minimum of one appropriate Lakota philosophy or values reference 	<p>and values in educational settings</p> <ul style="list-style-type: none"> • One-two scholarly literature(s) is/are cited to support the candidate's discussion pertaining to strategies for promoting Lakota culture and values in educational settings • One-two student work sample(s) is/are referenced to support the candidate's ability to promote Lakota culture and values in educational settings • Candidate uses one-two appropriate Lakota philosophy of values references 	<p>Lakota culture and values in educational settings.</p> <ul style="list-style-type: none"> • Two or more scholarly literatures pertaining to strategies for promoting Lakota culture and values in educational settings. • Two or more student work samples are referenced to support the candidate's ability to promote Lakota culture and values in educational settings. • Candidate uses two or more appropriate Lakota philosophy and belief system citations.
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to manage the organization

Organizational Lakota Leadership

Standard #3, Key Indicator #11: *Provide recommendations of cutting edge strategies (based on scholarly literature and Lakota philosophy and belief system) for schools to effectively utilize organizational planning that aligns resources to the learning needs of students.*

Examples of student work samples (choose a minimum of one to support Standard #3, Key Indicator #11) [ELCC 3.1] [SD state competency #5 & #6] [Lakota values: patience and fortitude]

- LakM 513 Lakota Foundations for Leadership and Management
- LakM 533 Lakota Social Organization
- LakM 603 Graduate Research, Writing and Statistics
- LMEA 713 School Administration
- LMEA 723 Counseling Theories
- LMEA 733 Curriculum Development
- LMEA 743 School Finance *Draft School Budget and Justification*
- LMEA 603 School Law
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to organizational Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 3.1), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of organizational planning or the connection to equity, effectiveness, and efficiency • The narrative is not supported with scholarly literature addressing organizational management 	<ul style="list-style-type: none"> • The narrative lacks quality, including an understanding of organizational planning or the connection to equity, effectiveness, and efficiency • One scholarly literature is cited, however the candidate does not discuss the article’s relevance to 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding of organizational planning or the connection to equity, effectiveness, and efficiency • One scholarly literature is cited to support the candidate’s discussion pertaining to organizational 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding of organizational planning or the connection to equity, effectiveness, and efficiency • One-two scholarly literatures are cited to support the candidates discussion pertaining to 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding of organizational planning or the connection to equity, effectiveness, and efficiency • Two or more scholarly literatures are cited pertaining to organizational

<ul style="list-style-type: none"> • Student work sample is not referenced supporting the candidate’s ability to manage the organization • Candidate provides no evidence of his/her ability to develop plans of action for focusing on effective organization and management of resources as specified in ELCC 3.1b • Candidate does not connect the deployment of resources to student achievement, as indicted in ELCC 3.1c • Candidate does not provide recommendations, using relevant Lakota values; patience and fortitude, for effective planning to enhance student learning 	<p>organizational management</p> <ul style="list-style-type: none"> • One student work sample is referenced, however it does not demonstrate the candidate’s ability to manage the organization • Candidate identifies plans of action, however does not make a connection to focusing on effective organization and management of resources as specified in ELCC 3.1b • Candidate discusses deployment of resources, however does not make a connection to student achievement, as indicted in ELCC 3.1c • Candidate uses Lakota values; patience and fortitude, however does not make a connection to effective planning to enhance student learning 	<p>management</p> <ul style="list-style-type: none"> • One student work sample is referenced supporting the candidate’s ability to manage the organization • Candidate identifies and discusses plans of action for focusing on effective organization and management of resources as specified in ELCC 3.1b • Candidate discusses the connection between the deployment of resources to student achievement, as indicted in ELCC 3.1c • Candidate uses Lakota values; patience and fortitude, in discussing effective planning to enhance student learning 	<p>organizational management</p> <ul style="list-style-type: none"> • One - two student work sample(s) is/are referenced supporting the candidate’s ability to manage the organization • Candidate provides convincing evidence of his/her ability to develop plans of action for focusing on effective organization and management of resources as specified in ELCC 3.1b • Candidate demonstrates the connection between the deployment of resources to student achievement, as indicted in ELCC 3.1c • Candidate provides sufficient recommendations, using Lakota values; patience and fortitude, for effective planning to enhance student learning 	<p>management</p> <ul style="list-style-type: none"> • Two or more student work samples are referenced supporting the candidates ability to manage the organization • Candidate provides an extraordinary discussion of plans of action for focusing on effective organization and management of resources as specified in ELCC 3.1b • Candidate provides an extraordinary discussion connecting the deployment of resources to student achievement, as indicted in ELCC 3.1c • Candidate provides detailed recommendations, using patience and fortitude, for effective planning to enhance student learning
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to manage operations

Organizational Lakota Leadership

Standard #3, Key Indicator #12: *What are key elements (based on scholarly literature and Lakota philosophy and belief system) of effective school level fiscal operations that utilize a variety of funding sources (including facilities)?*

Examples of student work samples (choose a minimum of one to support Standard #3, Key Indicator #12) [ELCC 3.2] [SD state competency #5]
[Lakota values: patience and fortitude]

- LakM 513 Lakota Leadership and Management
- LakM 533 Lakota Social Organization
- LakM 603 Graduate Research, Writing and Statistics
- LMEA 603 School Law
- LMEA 743 School Finance *Draft School Budget and Justification*
- LMEA 753 Advanced Educational Psychology
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to organizational Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 3.2), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of operations management and its alignment to organizational vision. • The narrative is not supported with scholarly literature addressing operations management. • Student work sample is not referenced supporting the candidate’s 	<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of operations management and its alignment to organizational vision. • The narrative supported with scholarly literature, however does not address operations management. • Student work sample is referenced, however does not 	<ul style="list-style-type: none"> • The narrative is of minimal quality of understanding operations management and its alignment to organizational vision. • One scholarly literature is used to support the candidate’s discussion of operations management • One student work sample is used to support the candidate’s ability to 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding operations management and its alignment to organizational vision • One-two scholarly literature(s) is/are used to support the candidate’s discussion of operations management • One-two student work sample(s) is/are 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of operations management and its alignment to organizational vision. • Two or more scholarly literatures are used to support the candidate’s discussion of operations management. • Two or more

<p>ability to manage school operations.</p> <ul style="list-style-type: none"> • The candidate does not demonstrate the ability to involve staff in conducting operations and setting priorities as indicated in ELCC 3.2.a. • The candidate does not apply legal and other principles to efficient, safe, effective facilities management as indicated in ELCC 3.2.c. • Relevant to Lakota values; patience and fortitude, the candidate does not discuss key elements for effective school level fiscal operations utilizing a variety of funding sources. 	<p>support the candidate’s ability to manage school operations.</p> <ul style="list-style-type: none"> • The candidate discusses staff involvement, however does not make a connection to conducting operations and setting priorities as indicated in ELCC 3.2.a. • The candidate discusses legal and other principles, however does not make a connection to efficient, safe, effective facilities management as indicated in ELCC 3.2.c. • Candidate discusses elements of effective school level fiscal operations utilizing a variety of funding sources, however does not make a connection to Lakota values; patience and fortitude 	<p>manage operations.</p> <ul style="list-style-type: none"> • The candidate demonstrates the ability to involve staff in conducting operations and setting priorities as indicated in ELCC 3.2.a. • The candidate applies legal and other principles to efficient, safe, effective facilities management as indicated in ELCC 3.2.c. • Candidate discusses elements of effective school level fiscal operations utilizing a variety of funding sources using Lakota values; patience and fortitude 	<p>used to support the candidate’s ability to manage operations</p> <ul style="list-style-type: none"> • The candidate demonstrates a sufficient ability to involve staff in conducting operations and setting priorities as indicated in ELCC 3.2a • The candidate clearly applies legal and other principles to efficient, safe, effective facilities management as indicated in ELCC 3.2c • Candidate clearly discusses elements of effective school level fiscal operations utilizing a variety of funding sources using Lakota values; patience and fortitude 	<p>student work samples are referenced to support the candidate’s ability to manage operations.</p> <ul style="list-style-type: none"> • The candidate demonstrates an extraordinary ability to involve staff in conducting operations and setting priorities as indicated in ELCC 3.2.a. • The candidate makes an exceptional application of both legal and other principles to the efficient, safe, effective management of facilities, as indicated in ELCC 3.2.c. • Relevant to Lakota values; patience and fortitude, the candidate discusses, in detail, key elements for effective school level fiscal operations utilizing a variety of funding sources.
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to manage resources

Organizational Lakota Leadership

Standard #3, Key Indicator #13: *Provide recommendations (based on scholarly literature and Lakota philosophy and belief system) for schools to effectively manage resources (including technology and creative funding sources) in order to maximize student learning.*

Examples of student work samples (choose a minimum of one to support Standard #3, Key Indicator #13) [ELCC 3.3] [SD state competency #2 & #3] [Lakota values: patience and fortitude]

- LMEA 713 School Administration
- LMEA 723 Counseling Theories
- LMEA 733 Curriculum Development
- LMEA 603 School Law
- LMEA 743 School Finance *Draft School Budget and Justification*
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to organizational Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 3.3), circle the score below

Does Not Meet Expectations	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of resource management that is aligned to teaching and learning. • The narrative is not supported with scholarly literature addressing resource management. • Student work sample is not referenced to support the candidate’s ability to manage 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding of resource management that is aligned to teaching and learning <ul style="list-style-type: none"> • One scholarly literature is cited addressing resource management, however does not make a connection to teaching and learning • One student work sample is referenced, however does not make a 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding of resource management that is aligned to teaching and learning <ul style="list-style-type: none"> • One scholarly literature is cited addressing resource management • One student work sample is referenced to support the candidate’s ability to manage resources 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding of resource management that is aligned to teaching and learning. <ul style="list-style-type: none"> • One-two scholarly literature(s) is/are used to support the candidate’s discussion of resource management. • One-two student work sample(s) is/are referenced to support the 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of resource management that is aligned to teaching and learning. <ul style="list-style-type: none"> • Two or more scholarly literatures are used to support the candidate’s discussion of resource management. • Two or more student work samples are

<p>resources</p> <ul style="list-style-type: none"> • The candidate does not effectively discuss creative funding sources as specified in 3.3.b. • The candidate does not effectively discuss administrative technologies as specified in ELCC 3.3.c. • Candidate does not provide recommendations, using Lakota values; patience and fortitude, for effectively managing resources to maximize student learning. 	<p>connection to the candidate's ability to manage resources</p> <ul style="list-style-type: none"> • The candidate discusses creative funding sources as specified in 3.3b, however does not make a connection to teaching and learning • The candidate discusses administrative technology as specified in ELCC 3.3c, however does not make a connection to teaching and learning • Candidate discusses elements for effectively managing resources to maximize student learning, however does not make a connection to Lakota values; patience and fortitude 	<ul style="list-style-type: none"> • The candidate discusses creative funding sources as specified in 3.3.b. • The candidate discusses administrative technologies as specified in ELCC 3.3.c. • Candidate provides recommendations, using Lakota values; patience and fortitude, for effectively managing resources to maximize student learning. 	<p>candidate's ability to manage resources.</p> <ul style="list-style-type: none"> • The candidate provides effective strategies for seeking creative funding sources as specified in 3.3.b. • The candidate demonstrates the ability to apply and assess administrative technologies, as specified in 3.3.c. • Candidate provides substantial recommendations, using relevant Lakota values; patience and fortitude, for effectively managing resources to maximize student learning 	<p>to support the candidate's ability to manage resources.</p> <ul style="list-style-type: none"> • The candidate provides exemplary strategies for seeking creative funding sources as specified in 3.3.b. • The candidate demonstrates an extraordinary ability to apply and assess administrative technologies, as specified in 3.3.c. • Candidate provides detailed recommendations, using relevant Lakota values; patience and fortitude, for effectively managing resources to maximize student learning.
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to collaborate with families and other community members

Collaborative Lakota Leadership

Standard #4, Key Indicator #14: *Discuss the nature of the symbiotic relationship between schools and the Oyate (larger community) that they serve, including Tiwahe (families), Tiospaye (extended family), community agencies, grassroots, etc.*

Examples of student work samples (choose a minimum of one to support Standard #4, Key Indicator #14) [ELCC 4.1] [SD state competency #3] [Lakota values: patience and fortitude]

- LakM 513 Lakota Foundations for Leadership and Management
- LakM 533 Lakota Social Organization
- LakM 603 Graduate Research, Writing and Statistics
- LMEA 713 School Administration *Philosophy of Education*
- LMEA 723 Counseling Theories and Socio-Culture Foundations *Community Building Activity*
- LMEA 743 School Finance
- LMEA 603 School Law
- LMEA 753 Advanced Educational Psychology
- LMEA 763 Statistics
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to collaborative Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 4.1), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative is of substandard quality, lacking demonstration in bringing together the resources of <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family), and the <i>Oyate</i> (larger community) to positively affect student learning • The narrative is 	<ul style="list-style-type: none"> • The narrative is lacking quality in demonstrating bringing together the resources of <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family), and the <i>Oyate</i> (larger community) to positively affect student learning • One scholarly 	<ul style="list-style-type: none"> • The narrative is of minimal quality in demonstrating bringing together the resources of <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family), and the <i>Oyate</i> (larger community) to positively affect student learning • One student work 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable demonstration and application of bringing together the resources of <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family), and the <i>Oyate</i> (larger community) to positively affect student 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including extraordinary demonstration and application of bringing together the resources of <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family), and the <i>Oyate</i> (larger community) to positively affect student

<p>not supported with scholarly literature addressing collaboration with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended families) and the <i>Oyate</i> (larger community).</p> <ul style="list-style-type: none"> • Student work sample is not referenced and presented in the Appendix to support the candidate's ability to collaborate with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended families) and the <i>Oyate</i> (larger community). • The candidate does not demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended families) and the <i>Oyate</i> (larger community). • The candidate does not demonstrate an understanding of community relations models, marketing strategies and processes, data-based decision- 	<p>literature is cited, however does not effectively address collaboration with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family), and the <i>Oyate</i> (larger community)</p> <ul style="list-style-type: none"> • One student work sample is used, however does not support the candidate's ability to collaborate with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family), and the <i>Oyate</i> (larger community) • The candidate discusses the use of public information and research-based knowledge of issues, however does not discuss collaboration with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family), and the <i>Oyate</i> (larger community) • The candidate demonstrates minimal understanding of community relations, marketing strategies and processes, data-based decision-making, and communication theory or methods of outreach aimed at business, 	<p>sample is referenced and presented in the Appendix to support the candidate's ability to collaborate with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family) and the <i>Oyate</i> (larger community).</p> <ul style="list-style-type: none"> • The candidate provides clear evidence of his/her ability to use public information and research-based knowledge of issues and trends to collaborate with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended families) and the <i>Oyate</i> (larger community). • Candidates provides convincing evidence of his/her understanding of community relations models, marketing strategies and processes, data based decision-making, and communications theory or methods of outreach aimed at business, religious, political, and service organizations • The candidate demonstrates his/her 	<p>learning</p> <ul style="list-style-type: none"> • One-two scholarly literatures are used to support the candidate's discussion of collaboration with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family) and the <i>Oyate</i> (larger community). • One student work sample is referenced and presented in the Appendix to support the candidate's ability to collaborate with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family) and the <i>Oyate</i> (larger community). • The candidate provides clear evidence of his/her ability to use public information and research-based knowledge of issues and trends to collaborate with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended families) and the <i>Oyate</i> (larger community). • Candidates provides convincing evidence of his/her understanding of community relations models, marketing 	<p>learning</p> <ul style="list-style-type: none"> • Two - three scholarly literatures are used to support the candidate's discussion of collaboration with <i>Tiwahe</i> (families) <i>Tiospaye</i> (extended family) and the <i>Oyate</i> (larger community). • One or more student work samples are referenced and presented in the appendix to support the candidate's ability to collaborate with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family) and the <i>Oyate</i> (larger community). • The candidate provides substantial evidence of his/her ability to use public information and research-based knowledge of issues and trends to collaborate with <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended family) and the <i>Oyate</i> (larger community). • Candidates provides substantial evidence of his/her understanding of community relations models, marketing
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<p>making, and communications theory or methods of outreach aimed at business, religious, political, and service organizations</p> <ul style="list-style-type: none"> • The candidate does not sufficiently demonstrate his/her ability to collaborate with community agencies to integrate health, social, and other services and to develop a comprehensive program of community relations and demonstrate the ability to work with the media. • Candidate does not discuss the nature of the symbiotic relationship between schools and <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended families) and the <i>Oyate</i> (larger community), using relevant Lakota values; patience and fortitude. 	<p>political, and service organizations</p> <ul style="list-style-type: none"> • The candidate demonstrates his/her ability to collaborate with community agencies to integrate health, social, and other services and to develop a comprehensive program of community relations and demonstrate the ability to work with the media. • Candidate provides minimal discussion of the nature of the symbiotic relationship between schools and <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended families) and the <i>Oyate</i> (larger community), using relevant Lakota values; patience and fortitude. 	<p>ability to collaborate with community agencies to integrate health, social, and other services and to develop a comprehensive program of community relations and demonstrate the ability to work with the media.</p> <ul style="list-style-type: none"> • Candidate discusses the nature of the symbiotic relationship between schools and <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended families) and the <i>Oyate</i> (larger community), using relevant Lakota values; patience and fortitude. 	<p>strategies and processes, data based decision-making, and communications theory or methods of outreach aimed at business, religious, political, and service organizations</p> <ul style="list-style-type: none"> • The candidate demonstrates his/her ability to collaborate with community agencies to integrate health, social, and other services and to develop a comprehensive program of community relations and demonstrate the ability to work with the media. • Candidate discusses the nature of the symbiotic relationship between schools and <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended families) and the <i>Oyate</i> (larger community), using relevant Lakota values; patience and fortitude. 	<p>strategies and processes, data based decision-making, and communications theory or methods of outreach aimed at business, religious, political, and service organizations</p> <ul style="list-style-type: none"> • The candidate demonstrates an extraordinary ability to collaborate with community agencies to integrate health, social, and other services to develop a comprehensive program of comm. relations and demonstrate the ability to work with the media. • Candidate discusses, in detail, the nature of the symbiotic relationship between schools and <i>Tiwahe</i> (families), <i>Tiospaye</i> (extended families) and the <i>Oyate</i> (larger community), using relevant Lakota values; patience and fortitude.
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to respond to community interests and needs

Collaborative Lakota Leadership

Standard #4, Key Indicator #15: Identify cultural, economic, community agencies and grassroots organizations in your area. Discuss the importance of educators reaching out to these community resources (Based on scholarly literature and Lakota philosophy and belief system).

Examples of student work samples (choose a minimum of one to support Standard #4, Key Indicator #15) [ELCC 4.2] [SD state competency #3] [Lakota values: patience and fortitude]

- LakM 513 Lakota Foundations for Leadership and Management
- LakM 533 Lakota Social Organization
- LakM 603 Graduate Research, Writing and Statistics
- LMEA 713 School Administration *Philosophy of Education*
- LMEA 723 Counseling Theories and Socio-Culture Foundations *Community Building Activity*
- LMEA 733 Curriculum Development
- LMEA 753 Advanced Educational Psychology
- LMEA 603 School Law
- LMEA 796 Principal Internship *Intern Activity*
- Other student work sampled or professional development experience that demonstrate your skills and competency related to collaborative Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 4.2), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of community involvement skills and abilities. • The narrative is not supported with scholarly literature addressing community 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding community involvement skills and abilities. • One scholarly literature is cited, however does not address community involvement. • One student work 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding community involvement skills and abilities • One scholarly literature is cited addressing community involvement 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable demonstration and application of community involvement skills and abilities. • One-two scholarly literatures are used to 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including extraordinary demonstration and application of community involvement skills and abilities. • Two or more scholarly literatures are

<p>involvement.</p> <ul style="list-style-type: none"> • Student work sample is not referenced to support the candidate's ability to respond to community interests and needs. • The candidate does not discuss the use of appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. • The candidate does not demonstrate the ability to provide leadership to programs serving students with special and exceptional needs • The candidate does not demonstrate the ability to capitalize on the diversity(cultural, ethnic, racial, economic, and grassroots groups) of the school community to improve school programs and meet the diverse needs of all students. • Relevant to Lakota values; patience and fortitude, the candidate 	<p>sample is cited, however does not discuss the candidate's ability to respond to community interests and needs.</p> <ul style="list-style-type: none"> • The candidate discusses assessment strategies, however does not make a connection to diverse school and community conditions • The candidate demonstrates limited ability to provide leadership to programs serving students with special and exceptional needs • The candidate demonstrates limited ability to capitalize on the diversity(cultural, ethnic, racial, economic, and grassroots groups) of the school community to improve school programs and meet the diverse needs of all students. • Candidate discusses the importance of reaching out to a variety of community resources, however does not make a connection to 	<ul style="list-style-type: none"> • One student work sample is cited supporting the candidate's ability to respond to community interests and needs • The candidate discusses assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics • The candidate demonstrates the ability to provide leadership to programs serving students with special and exceptional needs • The candidate demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and grassroots groups) of the school community to improve school programs and meet the diverse needs of all students. • Candidate discusses the importance of reaching out to a variety of community resources, using Lakota values; patience and fortitude 	<p>support the candidate's discussion of community involvement.</p> <ul style="list-style-type: none"> • One student work sample is referenced to support the candidate's ability to respond to community interests and needs. • The candidate properly discusses the use of appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. • The candidate appropriately demonstrates the ability to provide leadership to programs serving students with special and exceptional needs. • The candidate appropriately demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and grassroots groups) of the school community to improve school programs and meet the diverse needs of all students. 	<p>used to support the candidate's discussion of community involvement.</p> <ul style="list-style-type: none"> • Two or more student work samples are referenced to support the candidate's ability respond to community interests and needs. • The candidate provides an exceptional discussion of appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. • The candidate demonstrates an exceptional ability to provide leadership to programs serving students with special and exceptional needs. • The candidate demonstrates an exceptional ability to capitalize on the diversity (cultural, ethnic, racial, economic, and grassroots groups) of the school community to improve school programs and meet the diverse needs of all
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does not identify or discuss the importance of reaching out to a variety of community resources.	Lakota values; patience and fortitude		<ul style="list-style-type: none"> • Relevant to Lakota values; patience and fortitude, the candidate identifies and discusses the importance of reaching out to a variety of community resources. 	students. <ul style="list-style-type: none"> • Relevant to Lakota values; patience and fortitude, the candidate identifies and discusses, in detail, the importance of reaching out to a variety of community resources.
1	2	3	4	5

Total score _____

Assessment of the candidate's ability to mobilize community resources

Collaborative Lakota Leadership

Standard #4, Key Indicator #16: *What is the role of the school leader in mobilizing community resources to achieve the school's vision (based on scholarly literature and Lakota philosophy and belief system)?*

Examples of student work samples (choose a minimum of one to support Standard #4, Key Indicator #16) [ELCC 4.3] [SD state competency #3]
[Lakota values: patience and fortitude]

- LakM 513 Lakota Foundations for Leadership and Management
- LakM 533 Lakota Social Organization
- LMEA 713 School Administration *Philosophy of Education*
- LMEA 723 Counseling Theories and Socio-Culture Foundations *Community Building Activity*
- LMEA 733 Curriculum Development
- LMEA 743 School Finance
- LMEA 753 Advanced Educational Psychology
- LMEA 603 School Law
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to collaborative Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 4.3), circle the score below

Does Not Meet Expectations	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of the utilization of various community resources to achieve the school's vision. • The narrative is not supported with scholarly literature addressing mobilization of community resources. 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding of the utilization of various community resources to achieve the school's vision. • One scholarly literature is cited, however does not address mobilization of community resources. • One student work 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding of the utilization of various community resources to achieve the school's vision. • One scholarly literature is cited addressing mobilization of community resources. • One student work 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding of the utilization of various community resources to achieve the school's vision. • One-two scholarly literatures are used to support the candidate's discussion of mobilization 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of the utilization of various community resources to achieve the school's vision. • Two or more scholarly literatures are used to support the candidate's discussion of

<ul style="list-style-type: none"> • Student work sample is not referenced and presented in the Appendix to support the candidate’s ability to mobilize community resources. • The candidate does not effectively demonstrate how to use school resources and social service agencies to serve the community as indicated in ELCC 4.3.b. • The candidate does not effectively demonstrate an understanding of ways to use public resources and funds, as indicated in ELCC 4.3.c. • Using relevant Lakota values; patience and fortitude, the candidate does not discuss the role of the school leader in mobilizing community resources. 	<p>sample is cited, however does not support the candidate’s ability to mobilize community resources.</p> <ul style="list-style-type: none"> • The candidate references school resources and social service agencies, however does not address serving the community as indicated in ELCC 4.3.b. • The candidate lacks understanding of ways to use public resources and funds, as indicated in ELCC 4.3.c. • Candidate discusses the role of the school leader in mobilizing community resources, however does not make connection to Lakota values; patience and fortitude 	<p>sample is cited supporting the candidate’s ability to mobilize community resources.</p> <ul style="list-style-type: none"> • The candidate references how to use school resources and social service agencies to serve the community as indicated in ELCC 4.3.b. • The candidate demonstrates an understanding of ways to use public resources and funds, as indicated in ELCC 4.3.c. • Candidate discusses the role of the school leader in mobilizing community resources, using Lakota values; patience and fortitude 	<p>of community resources.</p> <ul style="list-style-type: none"> • One student work sample is referenced and presented in the appendix to support the candidate’s ability to mobilize community resources. • The candidate effectively demonstrates how to use school resources and social service agencies to serve the community as indicated in ELCC 4.3.b. • The candidate effectively demonstrates an understanding of ways to use public resources and funds, as indicated in ELCC 4.3.c • Candidate discusses the role of the school leader in mobilizing community resources, using Lakota values; patience and fortitude 	<p>mobilization of community resources.</p> <ul style="list-style-type: none"> • Two or more student work samples are referenced and presented in the appendix to mobilize community resources. • The candidate demonstrates an exceptional ability to use school resources and social service agencies to serve the community as indicated in ELCC 4.3.b. • The candidate demonstrates an extraordinary understanding of ways to use public resources and funds, as indicated in ELCC 4.3.c • Candidate discusses, in detail, the role of the school leader in mobilizing community resources, using relevant Lakota values; patience and fortitude
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to act with integrity

Ethical Lakota Leadership

Standard #5, Key Indicator #17: *What is your understanding of the terms integrity, fairness and ethics according to Lakota values? How are they interrelated? How can they be distinguished? How does the application of your understanding of integrity aid in respecting the rights of others in your interactions culturally? Compare this understanding to ethical systems used in leadership.*

Examples of student work samples (choose a minimum of one to support Standard #5, Key Indicator #17) [ELCC 5.1] [SD state competency #5]
[Lakota values: knowledge and wisdom]

- LakM 513 Lakota Foundations for Leadership and Management
- LakM 533 Lakota Social Organization
- LMEA 703 Instructional Supervision
- LMEA 713 School Administration
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to ethical Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 5.1), circle the score below

Does Not Meet Expectations	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of ethical systems. • The narrative is not supported with scholarly literature addressing integrity and ethical systems. • Student work sample is not referenced and presented in the Appendix to support the 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding ethical systems. • One scholarly literature is cited, however does not address integrity and ethical systems. • One student work sample is cited, however does not support the candidate’s ability to act 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding ethical systems. • One scholarly literature is cited addressing integrity and ethical systems. • One student work sample is cited supporting the candidate’s ability to act with integrity. • The candidate 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a general understanding of ethical systems. • One-two scholarly literature(s) is/are cited to support the candidate’s discussion of integrity and ethical systems. • One-two student work sample(s) is/are referenced supporting the 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of ethical systems. • Two or more scholarly literatures are cited to support the candidate’s discussion of integrity and ethical systems. • Two or more

<p>candidate's ability to act with integrity.</p> <ul style="list-style-type: none"> The candidate does not effectively discuss confidentiality, dignity, and honest interactions as indicated in ELCC 5.1.a. Using relevant Lakota values; knowledge and wisdom, the candidate does not demonstrate an understanding of the terms integrity, fairness and ethics. 	<p>with integrity.</p> <ul style="list-style-type: none"> The candidate discusses confidentiality, dignity, and honest interactions, however does not make connection to the school system as indicated in ELCC 5.1.a. Candidate demonstrate an understanding of the terms integrity, fairness and ethics, however does not use Lakota values; knowledge and wisdom 	<p>discusses confidentiality, dignity, and honest interactions as indicated in ELCC 5.1.a.</p> <ul style="list-style-type: none"> Candidate demonstrates an understanding of the terms integrity, fairness and ethics, using Lakota values; knowledge and wisdom 	<p>candidate's ability to act with integrity.</p> <ul style="list-style-type: none"> The candidate effectively discusses confidentiality, dignity, and honest interactions as indicated in ELCC 5.1.a. Using Lakota values; knowledge and wisdom, the candidate clearly demonstrates an understanding of the terms integrity, fairness and ethics. 	<p>student work samples are referenced supporting the candidate's ability to act with integrity.</p> <ul style="list-style-type: none"> The candidate includes a thorough discussion (supported by scholarly literature) of confidentiality, dignity, and honest interactions as indicated in ELCC 5.1.a. Using Lakota values; knowledge and wisdom, the candidate demonstrates a thorough understanding of the terms integrity, fairness and ethics.
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to act fairly

Ethical Lakota Leadership

Standard #5, Key Indicator #18: *Describe the commonly recognized systems of ethical decision making available to the Lakota educational leader. How do these systems help in your interacting with others with fairness?*

Examples of student work samples (choose a minimum of one to support Standard #5, Key Indicator #18) [ELCC 5.2] [SD state competency #5] [Lakota values: knowledge and wisdom]

- LakM 513 Lakota Foundations for Leadership and Management
- LakM 533 Lakota Social Organization
- LMEA 703 Instructional Supervision
- LMEA 713 School Administration
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to ethical Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 5.2), circle the score below

Does Not Meet Expectations	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate understanding of systems of ethical decision making. • The narrative is not supported with scholarly literature addressing ethical decision making. • Student work 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding of systems of ethical decision making • One scholarly literature is cited, however does not address ethical decision making. • One student work sample is cited, however does not support the 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding of systems of ethical • One scholarly literature is cited addressing ethical decision making. • One student work sample is cited supporting the candidate’s ability to 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding and application of strategies for improved instruction • One-two scholarly literature(s) is/are cited to support the candidate’s discussion of ethical 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of systems of ethical decision making. • Two or more scholarly literatures are cited to support the candidate’s discussion of ethical decision making.

<p>sample is not referenced and presented in the appendix to support the candidate's ability to interact fairly with others.</p> <ul style="list-style-type: none"> The candidate does not effectively discuss impartiality, sensitivity to student diversity, and ethical considerations as indicated in ELCC 5.2.a. Referencing Lakota values; knowledge and wisdom, the candidate does not demonstrate the ability to interact fairly with others. 	<p>candidate's ability to interact fairly with others.</p> <ul style="list-style-type: none"> The candidate discusses impartiality, sensitivity, however does not make connection to student diversity as indicated in ELCC 5.2.a. Candidate demonstrates the ability to interact fairly with others, however does not reference Lakota values; knowledge and wisdom 	<p>interact fairly with others</p> <ul style="list-style-type: none"> The candidate discusses impartiality, sensitivity to student diversity, and ethical considerations as indicated in ELCC 5.2.a. Candidate demonstrates the ability to interact fairly with others, using Lakota values; knowledge and wisdom 	<p>decision making</p> <ul style="list-style-type: none"> One-two student work sample(s) is/are referenced to support the candidate's ability to interact fairly with others. The candidate effectively discusses impartiality, sensitivity to student diversity, and ethical considerations as indicated in ELCC 5.2.a. Using relevant Lakota values; knowledge and wisdom, the candidate clearly demonstrates the ability to interact fairly with others. 	<ul style="list-style-type: none"> Two or more student work samples are referenced to support the candidate's ability to interact fairly with others. The candidate includes a thorough discussion (supported by scholarly literature) of impartiality, sensitivity to student diversity, and ethical considerations as indicated in ELCC 5.2.a. Using relevant Lakota values; knowledge and wisdom, the candidate thoroughly demonstrates the ability to interact fairly with others.
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to act ethically

Ethical Lakota Leadership

Standard #5, Key Indicator #19: *Describe moral based terms that may be used to enhance and clarify communicating ethical decisions. What is meant by a personal code of ethics? What is a professional code of ethics? Describe your own personal code as it compares or contrasts to the professional code for the organization supporting your area of interest i.e. AASA (American Association of School Administrators), NASSP (National Association of Secondary School Principals), and NAESP (National Association of Elementary School Principals).*

Examples of student work samples (choose a minimum of one to support Standard #5, Key Indicator #19) [ELCC 5.3] [Lakota values: knowledge and wisdom]

- LakM 513 Lakota Foundations for Leadership and Management
- LakM 533 Lakota Social Organization
- LMEA 703 Instructional Supervision
- LMEA 713 School Administration
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to ethical Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 5.3), circle the score below

Does Not Meet Expectations	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an understanding of codes of ethics. • The narrative is not supported with scholarly literature addressing ethical codes. 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding of codes of ethics. • One scholarly literature is cited, however does not address ethical codes. 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding of codes of ethics • One scholarly literature is cited addressing ethical codes • One student work 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a general understanding of codes of ethics. • One-two scholarly literatures are used to support the candidate’s 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of systems of codes of ethics. • Two or more scholarly literatures are

<ul style="list-style-type: none"> • Student work sample is not referenced and presented in the appendix to support the candidate's ability to act with integrity. • The candidate does not effectively discuss decision making based on ethical and legal principles as indicated in ELCC 5.3.a. • Using relevant Lakota values; knowledge and wisdom, the candidate does not demonstrate the ability to interact ethically with others. 	<ul style="list-style-type: none"> • One student work sample is referenced, however does not support the candidate's ability to act with integrity. • The candidate discusses decision making however does not involve ethical and legal principles as indicated in ELCC 5.3.a. • Candidate demonstrates the ability to interact ethically with others, however does not reference Lakota values; knowledge and wisdom 	<p>sample is referenced supporting the candidate's ability to act with integrity</p> <ul style="list-style-type: none"> • The candidate discusses decision making based on ethical and legal principles as indicated in ELCC 5.3a • Candidate demonstrates the ability to interact ethically with others, referencing Lakota values; knowledge and wisdom 	<p>discussion of ethical codes.</p> <ul style="list-style-type: none"> • One student work sample is referenced and presented in the appendix to support the candidate's ability to act with integrity. • The candidate effectively discusses decision making based on ethical and legal principals as indicated in ELCC 5.3.a. • Using relevant Lakota values; knowledge and wisdom, the candidate clearly demonstrates the ability to interact ethically with others. 	<p>used to support the candidate's discussion of ethical codes.</p> <ul style="list-style-type: none"> • Two or more student work samples are referenced to support the candidate's ability to act with integrity. • The candidate includes a thorough discussion (supported by scholarly literature) of decision making based on ethical and legal principals as indicated in ELCC 5.3.a. • Using relevant Lakota values; knowledge and wisdom, the candidate thoroughly demonstrates the ability to interact ethically with others.
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to understand the larger context

Contextual Lakota Leadership

Standard #6, Key Indicator #20: *Develop a plan of action (based on scholarly literature and Lakota philosophy and belief system) for how to promote success within the political, social, economic, legal and cultural context for a variety of fiscally managed schools.*

Examples of student work samples (choose a minimum of one to support Standard #6, Key Indicator #20) [ELCC 6.1] [SD state competencies #1, #2, #3, #4, #5, #6, #7][Lakota values: knowledge and wisdom]

- LakM 513 Lakota Leadership and Management
- LakM 533 Lakota Social Organization
- LakM 603 Graduate Research, Writing and Statistics
- LakM 593 Establishing Lakota Sovereignty
- LMEA 713 School Administration
- LMEA 723 Counseling Theories
- LMEA 733 Curriculum Development
- LMEA 743 School Finance
- LMEA 603 School Law
- LMEA 796 Principal Internship
- Other student work samples or professional development experience that demonstrate your skills and competency related to contextual Lakota leadership

• **Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 6.1), circle the score below**

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate an 	<ul style="list-style-type: none"> • The narrative lacks quality in 	<ul style="list-style-type: none"> • The narrative is of minimal quality in 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, 	<ul style="list-style-type: none"> • The narrative is of exceptional quality,

<p>understanding of the larger context.</p> <ul style="list-style-type: none"> • The narrative is not supported with scholarly literature understanding the larger context. • Student work sample is not referenced to support the candidate’s ability to understand the larger context. • The candidate does not sufficiently explain how the legal and political systems and institutional framework of schools have shaped a school and community, indicated in ELCC 6.1b • The candidate does not demonstrate an understanding of the policies, laws and regulations enacted by tribal, state, and federal authorities that affect schools, indicated in 6.1d • Candidate does not demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, 	<p>understanding the larger context</p> <ul style="list-style-type: none"> • One scholarly literature is cited, however does not discuss the understanding of the larger context • One student work sample is referenced, however does not support the candidate’s ability to understand the larger context • The candidate discusses the legal and political systems and institutional framework of schools however does not make a connection to shaping a school and community, as indicated in ELCC 6.1b • The candidate demonstrates an understanding of the policies, laws and regulations enacted by tribal, state, and federal authorities, however does not discuss how it affects schools, indicated in 6.1d • Candidate analyzes the causes of poverty and other disadvantages however 	<p>understanding the larger context</p> <ul style="list-style-type: none"> • One scholarly literature is cited discussing the understanding of the larger context • One student work sample is referenced supporting the candidate’s ability to understand the larger context • The candidate discusses how the legal and political systems and institutional framework of schools have shaped a school community, as indicated in ELCC 6.1b • The candidate demonstrates an understanding of the policies, laws and regulations enacted by tribal, state, and federal authorities that affect schools, as indicated in 6.1d • Candidate discusses the causes of poverty and other disadvantages and their effects on families, communities, children and learning 	<p>including a reasonable depth of understanding of the key components for promoting success.</p> <ul style="list-style-type: none"> • One-two scholarly literatures are used to support the candidate’s ability to understand the larger context. • One student work sample is referenced to support the candidate’s ability to understand the larger context. • The candidate sufficiently explains how the legal and political systems and institutional framework of schools have shaped a school and community, indicated in ELCC 6.1b • The candidate clearly demonstrates an understanding of the policies, laws and regulations enacted by tribal, state, and federal authorities that affect schools, indicated in 6.1d • Candidate demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their 	<p>including in-depth understanding of the key components for promoting success.</p> <ul style="list-style-type: none"> • Two or more scholarly literatures are used to support the candidate’s ability to understand the larger context. • Two or more student work samples are referenced to support the candidate’s ability to understand the larger context. • The candidate provides an exceptional explanation of how the legal and political systems and institutional framework of schools have shaped a school and community, indicated in ELCC 6.1b • The candidate has an extraordinary understanding of the policies, laws and regulations enacted by tribal, state, and federal authorities that affect schools, indicated in 6.1d • Candidate demonstrates an
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<p>communities, children and learning</p> <ul style="list-style-type: none"> • Candidate does not demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools • Candidate does not demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. • The candidate does not demonstrate the ability to develop a plan of action for how to promote school success for a variety of fiscally managed schools using Lakota values; knowledge and wisdom, 	<p>does not make a connection to their effects on families, communities, children and learning</p> <ul style="list-style-type: none"> • Candidate demonstrates the ability to describe the economic factors however does not make connection to local community and the effects economic factors have on local schools • Candidate demonstrates the ability to explain various theories of change and conflict resolution however does not apply those models to specific communities. • The candidate discusses a plan of action for how to promote school success for a variety of fiscally managed schools, however does not use Lakota values; knowledge and wisdom. 	<ul style="list-style-type: none"> • Candidate demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools • Candidate demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities • The candidate discusses elements to developing a plan of action for promoting school success for a variety of fiscally managed schools using Lakota values; knowledge and wisdom, 	<p>effects on families, communities, children and learning</p> <ul style="list-style-type: none"> • Candidate clearly demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools • Candidate clearly demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. • The candidate clearly demonstrates the ability to develop a plan of action for how to promote school success for a variety of fiscally managed schools, using Lakota values; knowledge and wisdom 	<p>exceptional ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children and learning</p> <ul style="list-style-type: none"> • Candidate demonstrates an exceptional ability to describe the economic factors shaping a local community and the effects economic factors have on local schools • Candidate demonstrates an exceptional ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. • The candidate demonstrates an exceptional ability to develop a plan of action for how to promote school success for a variety of fiscally managed schools using Lakota values; knowledge and wisdom
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to respond to the larger context

Contextual Lakota Leadership

Standard #6, Key Indicator #21: *Describe the major areas of inquiry that guide education law and provide key components for school policy making. What are the primary Constitutional tests for deciding education law conflicts in the area of students’ rights?*

Examples of student work samples (choose a minimum of one to support Standard #6, Key Indicator #21) [ELCC 6.2] [Lakota values: knowledge and wisdom]

- LakM 513 Lakota Leadership and Management
- LakM 533 Lakota Social Organization
- LMEA 713 School Administration
- LMEA 723 Counseling Theories
- LMEA 603 School Law
- LMEA 753 Advanced Educational Psychology
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to contextual Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 6.2), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
• The narrative does not demonstrate an	• The narrative lacks quality in	• The narrative is of minimal quality in	• The narrative is of sufficient quality,	• The narrative is of exceptional quality,

<p>understanding of the key legal components guiding policy making.</p> <ul style="list-style-type: none"> • The narrative is not supported with scholarly literature addressing the larger context. • Student work sample is not referenced to support the candidate's ability to respond to the larger context. • The candidate does not demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, as indicated in 6.2.a. • The candidate does not demonstrate the ability to discuss education law or key components for school policy making, using Lakota values; knowledge and wisdom, 	<p>understanding of key legal components guiding policy making</p> <ul style="list-style-type: none"> • One scholarly literature is cited, however does not address the larger context • One student work sample is referenced, however does not support the candidate's ability to respond to the larger context • The candidate discusses communicating with members of a school community concerning issues and potential changes, however does not demonstrate responding to the larger context, as indicated in 6.2a • The candidate discusses education law or key components for school policy making, however does not use Lakota values; knowledge and wisdom 	<p>understanding of key legal components guiding policy making</p> <ul style="list-style-type: none"> • One scholarly literature is cited to support the candidate's ability to respond to the larger context • One student work sample is referenced supporting the candidate's ability to respond to the larger context • The candidate discusses communicating with members of a school community concerning issues and potential changes in the environment in which the school operates, as indicated in 6.2a • The candidate discusses education law or key components for school policy making, using Lakota values; knowledge and wisdom 	<p>including a reasonable depth of understanding of the key legal components guiding policy making.</p> <ul style="list-style-type: none"> • One-two scholarly literatures are used to support the candidate's ability to respond to the larger context. • One-two student work sample is referenced supporting the candidate's ability to respond to the larger context. • The candidate clearly demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, as indicated in 6.2.a. • The candidate demonstrates the ability to discuss education law or key components for school policy making, using Lakota values; knowledge and wisdom, 	<p>including in-depth understanding of the key legal components guiding policy making.</p> <ul style="list-style-type: none"> • Two or more scholarly literatures are used to support the candidate's ability to respond to the larger context. • Two or more student work samples are referenced and presented in the appendix to support the candidate's ability to respond to the larger context. • The candidate provides an exceptional discussion of systems for communication with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, as indicated in 6.2.a. • The candidate demonstrates an exceptional ability to discuss education law or key components for school policy making, using Lakota values; knowledge
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				and wisdom
1	2	3	4	5

Total score _____

Assessment of the candidate’s ability to influence the larger context

Contextual Lakota Leadership

Standard #6, Key Indicator #22: *What current issues and policy solutions in education law might be used to communicate with school stakeholders for the improvement of the school community?*

Examples of student work samples (choose a minimum of one to support Standard #6, Key Indicator #21)[ELCC 6.3] [Lakota values: knowledge and wisdom]

- LakM 513 Lakota Leadership and Management
- LakM 533 Lakota Social Organization
- LakM 593 Establishing Lakota Sovereignty
- LMEA 713 School Administration
- LMEA 723 Counseling Theories
- LMEA 743 School Finance
- LMEA 753 Advanced Educational Psychology
- LMEA 773 Survey Design
- LMEA 603 School Law
- LMEA 796 Principal Internship *Intern Activity*
- Other student work samples or professional development experience that demonstrate your skills and competency related to contextual Lakota leadership

Reviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 6.3), circle the score below

Does Not Meet Expectation	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
<ul style="list-style-type: none"> • The narrative does not demonstrate understanding of the relevant current issues in education law and connected policy solutions • The narrative is not supported with scholarly literature addressing the larger context. • Student work sample is not referenced to support the candidate’s ability to influence the larger context. • The candidate does not demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws, as indicated in ELCC 6.3.a. • The candidate does not discuss policies and programs that promote equitable learning opportunities 	<ul style="list-style-type: none"> • The narrative lacks quality in understanding of the relevant current issues in education law and connected policy solutions • One scholarly literature is cited, however does not address the larger context <ul style="list-style-type: none"> • One student work sample is referenced, however does not support the candidate’s ability to influence the larger context • The candidate discusses improved school policies and laws, however does not demonstrate the ability to engage students, parents, and other members of the community, as indicated in ELCC 6.3a • The candidate discusses school policies and programs, however does not demonstrate the ability promote equitable learning opportunities for all students, as indicated 	<ul style="list-style-type: none"> • The narrative is of minimal quality in understanding of the relevant current issues in education law and connected policy solutions • One scholarly literature is cited to support the candidate’s ability to influence the larger context <ul style="list-style-type: none"> • One student work sample is referenced to support the candidate’s ability to influence the larger context • The candidate discusses engaging students, parents, and other members of the community in advocating for adoption of improved policies and laws, as indicated in 6.3a • The candidate discusses policies and programs that promote equitable learning opportunities for all students, as indicated in ELCC 6.3c • The candidate 	<ul style="list-style-type: none"> • The narrative is of sufficient quality, including a reasonable depth of understanding of the relevant current issues in education law and connected policy solutions. • One-two scholarly literatures are used to support the candidate’s ability to influence the larger context. • One-two student work sample is referenced and presented in the appendix to support the candidate’s ability to influence the larger context. • The candidate demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws, as indicated in 6.3.a. • The candidate clearly discusses policies and programs that promote equitable learning opportunities and success for all students, as indicated in 6.3.c. 	<ul style="list-style-type: none"> • The narrative is of exceptional quality, including in-depth understanding of the relevant current issues in education law and connected policy solutions • Two or more scholarly literatures are used to support the candidate’s ability to influence the larger context. • Two or more student work samples are referenced to support the candidate’s ability to influence the larger context. • The candidate provides an exceptional discussion of strategies for engaging students, parents, and other members of the community in advocating for adoption of improved policies and laws, as indicated in 6.3.a. • The candidate provides an exceptional discussion of policies and programs that promote equitable learning opportunities and success for all students, as indicated

<p>and success for all students, as indicated in ELCC 6.3.c.</p> <ul style="list-style-type: none"> The candidate does not demonstrate the ability to discuss current issues or policy solutions with school stakeholders using Lakota values; knowledge and wisdom 	<p>in ELCC 6.3c</p> <ul style="list-style-type: none"> The candidate demonstrates the ability to discuss current issues or policy solutions with school stakeholders, however does not use Lakota values; knowledge and wisdom 	<p>discusses current issues or policy solutions with school stakeholders using Lakota values; knowledge and wisdom</p>	<ul style="list-style-type: none"> The candidate clearly demonstrates the ability to discuss current issues or policy solutions with school stakeholders using Lakota values; knowledge and wisdom 	<p>in 6.3.c.</p> <ul style="list-style-type: none"> Using relevant Lakota values; knowledge and wisdom, the candidate demonstrates an exceptional ability to discuss current issues or policy solutions with school stakeholders.
1	2	3	4	5

Total score _____

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- Young Bear, S. & Theisz, R. D. (1996). *Standing in the light: A Lakota way of seeing*. University of Nebraska Press.