COMPREHENSIVE PORTFOLIO

For

Graduate Study

Lakota Leadership and Management

Emphasis in

Education Administration

Master of Arts

Oglala Lakota College

Developed Fall 2009 Approved April 2010 Modified April 2012

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

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 r**esponse. 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 forth 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, LMEA713 School Administration, LMEA 733 Curriculum Development, LMEA 796 Principal Internship

Key Indicator10: 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 713School 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	Meets with Weakness	Meets Expectations	Meets with Strengths	Outstanding
Expectation				
• The narrative does	• The narrative lacks	• The narrative is of	• The narrative is of	• The narrative is of
not demonstrate an	quality in understanding	quality in understanding	sufficient quality and	exceptional quality,
understanding of	the development of a	the development of a	demonstrates the	including in-depth
processes supporting the	vision	vision.	candidates ability to	understanding, reflection,
development of a vision	 One scholarly 	 One scholarly 	develop a vision.	and application of the
• The narrative is	literature is cited, however	literature is cited to	 One-two scholarly 	school leader's role in
not supported with	does not address the	support the candidate's	literatures are cited to	developing a school
scholarly literature	development of a vision	processes supporting the	support the candidate's	vision.
addressing the	 One student work 	development of a vision	processes supporting the	• Two or more
development of a vision	sample is referenced,	 One student work 	development of a vision	Scholarly literatures are
 Student work 	however it does not	sample is referenced	 One-two 	cited to support the
sample is not referenced	demonstrate the	supporting the candidate's	student work sample(s)	candidate's discussion of
supporting the candidate's	candidates ability to	ability to develop a vision.	are referenced clearly	vision development.

ability to develop a vision	develop a vision	The candidate	supporting the candidate's	Two or more
• The candidate does	 The candidate 	Discusses relevant	ability to develop a vision.	student work samples are
Not discuss relevant	discusses knowledge as	knowledge and activities,	 The candidate 	referenced supporting the
knowledge and activities,	specified in ELCC 1.1b,	as specified in ELCC	discusses, with eagerness,	candidate's ability to
as specified in ELCC	however does not make a	1.1.b.	relevant knowledge and	develop a vision.
1.1.b	connection to vision	 Candidate defines 	activities, as specified in	 The candidate
 Candidate does not 	development	their vision using the	ELCC 1.1.b.	provides an extraordinary
define or discuss their	 Candidate 	relevant Lakota values;	 Candidate clearly 	discussion of the relevant
vision using the relevant	defines the relevant	courage and wisdom	defines & discusses their	knowledge and activities,
Lakota values; courage	Lakota values; courage		vision using the relevant	as specified in ELCC
and wisdom	and wisdom, however		Lakota values; courage	1.1.b
	does not make a		and wisdom	 Candidate defines
	connection to vision			&discusses, in detail, their
	development			vision using the relevant
				Lakota values; courage
				and wisdom
1	2	3	4	5

Cotal	score		
ı vıaı	SCOLE		

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

Reviewers: onlosse which of the five measurements been represents canadate competency (EESS 1.2), choic the score below				
Does Not Meet	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
• The narrative does	• The narrative lacks	• The narrative is of	• The narrative is of	• The narrative is of
not demonstrate an	quality, including an	quality in understanding	sufficient quality,	exceptional quality,
understanding of issues	understanding and	the application of the	including a reasonable	including in-depth
related to the articulation	application of the issues	issues related to the	understanding and	understanding, reflection,
of a vision	related to the articulation	articulation of a vision	application of the issues	and application of the
• The narrative is	of a vision	 One scholarly 	related to the articulation	issues related to the
not supported with	 One scholarly 	literature is cited	of a vision	articulation of a vision
scholarly literature	literature is cited, however	addressing the articulation	 One-two scholarly 	• Two or more
addressing the articulation	it does not address the	of a vision	literatures are cited	scholarly literatures are
of a vision	issues related to the	 One student work 	defining and discussing	cited to support the
 Student work 	articulation of a vision	sample is referenced	the issues related to the	candidate's discussion of

sample is not referenced	 One student work 	supporting the candidate's	articulation of a vision	vision articulation
supporting the candidate's	sample is referenced,	ability to articulate a	 One-two student 	Two or more
ability to articulate a	however it does not	vision.	work sample(s) are	student work samples are
vision	demonstrate the	 The candidate 	referenced clearly	referenced supporting the
• The candidate does	candidate's ability to	uses relevant knowledge	supporting the candidate's	candidate's ability to
Not discuss research	articulate a vision	when discussing research	ability to articulate a	articulate a vision
strategies, planning	 The candidate 	strategies, planning or	vision	 The candidate
processes, or	does not use relevant	communication elements	 The candidate 	provides an extraordinary
communication elements	knowledge when	as specified in ELCC 1.2b	clearly discusses relevant	discussion of research
as specified in ELCC 1.2b	discussing research	 The candidate uses 	research strategies,	strategies, planning or
• The candidate does	strategies, planning or	relevant knowledge when	planning or	communication elements
not discuss evidence of	communication elements	discussing evidence of	communication elements	as specified in ELCC 1.2b
his/her ability to	as specified in ELCC 1.2b	his/her ability to	as specified in ELCC 1.2b	 The candidate
communicate the vision as	The candidate does	communicate the vision as	The candidate	presents substantial
specified in ELCC 1.2c	not use relevant	specified in ELCC 1.2c	clearly discusses evidence	evidence of his/her ability
 Candidate does not 	knowledge when	 Candidate defines 	of his/her ability to	to communicate the vision
articulate components of	discussing evidence of	their vision using the	communicate the vision as	as specified in ELCC 1.2c
the vision using the	his/her ability to	relevant Lakota values;	specified in ELCC 1.2c	 Candidate
relevant Lakota values;	communicate the vision as	courage and wisdom	 Candidate defines 	articulates, in detail,
courage and wisdom	specified in ELCC 1.2c		and articulates	components of the vision
	 Candidate defines 		components of the vision	relevant to Lakota values;
	relevant Lakota values;		using the relevant Lakota	courage and wisdom
	courage and wisdom,		values; courage and	
	however does not make a		wisdom	
	connection to vision			
	articulation			
1	_	_	1	_

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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
• The narrative does	• The narrative lacks	• The narrative is of	• The narrative is of	• The narrative is of
not demonstrate an	quality, including an	quality, including an	sufficient quality,	exceptional quality,
understanding of effective	understanding and	understanding and	including a reasonable	including in-depth
strategies for	application of effective	application of effective	depth of understanding	understanding, reflection,
implementation of a	strategies for	strategies for	and application of	and application of
vision	implementation of a	implementation of a	effective strategies for	effective strategies for
 The narrative is 	vision	vision	implementation of a	implementation of a
not supported with	 One scholarly 	 One scholarly 	vision	vision
scholarly literature	literature is cited, however	literature is cited to	 One-two scholarly 	Two or more
pertaining to the	the candidate does not	support the candidates	literatures are used to	scholarly literatures are
implementation of a	discuss the article's	discussion pertaining to	support the candidates	used pertaining to the

vision	relevance to the	implementation of a	discussion pertaining to	implementation of a
• Student work	implementation of a	vision	implementation of a	vision
sample is not referenced	vision	One student work	vision	Two or more
supporting the candidate's	One student work	sample is referenced	One-two student	
11 0	0 0 000 00 00 00 00 00 00 00 00 00 0	1 *		student work samples are
ability to implement a	sample is referenced,	supporting the candidate's	work sample(s)are	referenced supporting the
vision	however it does not	ability to implement a	referenced clearly	candidates ability to
• The candidate does	demonstrate the	vision	supporting the candidate's	implement a vision
not identify or discuss	candidate's ability to	The candidate	ability to implement a	The candidate
initiatives, plans or	implement a vision	identifies and discusses	vision	provides an extraordinary
processes that promote the	 The candidate 	initiatives or plans that	 The candidate 	discussion of initiatives,
implementation of a	references initiatives or	promote the	clearly identifies and	plans, or processes that
vision as specified in	plans that promote the	implementation of a	discusses initiatives, plans	promote the
ELCC 1.3	implementation of a	vision as specified in	or processes that promote	implementation of a
 Candidate does not 	vision as specified in	ELCC 1.3	the implementation of a	vision as specified in
identify or discuss	ELCC 1.3	 Candidate 	vision as specified in	ELCC 1.3
initiatives, plans or	 Candidate 	identifies and discusses	ELCC 1.3	 Candidate
processes that promote the	references initiatives or	initiatives or plans that	 Candidate 	identifies and discusses, in
implementation of a plan	plans that promote the	promote the	clearly identifies and	detail, initiatives, plans or
using relevant Lakota	implementation of a plan	implementation of a	discusses initiatives, plans	processes that promote the
values; courage and	using relevant Lakota	vision using relevant	or processes that promote	implementation of a
wisdom	values; courage and	Lakota values; courage	the implementation of a	vision using relevant
	wisdom	and wisdom	vision using relevant	Lakota values; courage
			Lakota values; courage	and wisdom
			and wisdom	
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Total score	
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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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
 The narrative does 	• The narrative lacks	• The narrative is of	• The narrative is of	• The narrative is of
not demonstrate an	quality, including an	quality, including an	sufficient quality,	exceptional quality,
understanding of various	understanding and	understanding of the	including a reasonable	including in-depth
mechanisms that underlay	application of the various	various mechanisms that	depth of understanding	understanding, reflection,
stewardship of a vision	mechanisms that underlay	underlay stewardship of a	and application of the	and application of the
• The narrative is	stewardship of a vision	vision	various mechanisms that	various mechanisms that
not supported with	 One scholarly 	 One scholarly 	underlay stewardship of a	underlay stewardship of a

scholarly literature addressing the stewardship of a vision

- 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 databased 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

literature is cited, however the candidate does not discuss the article's relevance to the stewardship of a vision

- 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

literature is cited to support the candidates discussion of the stewardship of a vision

- One student work sample is referenced supporting the candidate's ability to steward a vision
- The candidate identifies and discusses the system for using databased 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

vision

- 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

vision

- 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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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

		BEOT Toprosonts sandidat		
Does Not Meet	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation		_		
• The narrative does	• The narrative lacks	• The narrative is of	• The narrative is of	• The narrative is of
not demonstrate an	quality, including an	sufficient quality,	sufficient quality,	exceptional quality,
understanding of effective	understanding and	including a reasonable	including a reasonable	including in-depth
strategies for involving	application of effective	depth of understanding	depth of understanding	understanding, reflection,
the community in the	strategies for involving	and application of	and application of	and application of
vision	the community in the	effective strategies for	effective strategies for	effective strategies for
• The narrative is	vision	involving the community	involving the community	involving the community
not supported with	 One scholarly 	in the vision	in the vision	in the vision
scholarly literature about	literature is cited, however	 One-two scholarly 	One-two scholarly	Two or more
effectively involving	the candidate does not	literatures are cited to	literatures are cited to	scholarly literatures are
various communities in	discuss the article's	support the effective	support the effective	cited to support the
the vision	relevance regarding	involvement of various	involvement of various	effective involvement of

olvement, as specified ELCC 1.5 • Candidate evides strategies which emote community olvement relevant to exota values; courage divisdom	 Candidate Candidate identifies and discusses specific strategies which promote community involvement relevant to Lakota values; courage and wisdom 	 Candidate Candidate identifies and discusses specific strategies which promote community involvement relevant to Lakota values; courage and wisdom 	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
• Candidate ovides strategies which omote community olvement relevant to kota values; courage	• Candidate identifies and discusses specific strategies which promote community involvement relevant to Lakota values; courage	• Candidate identifies and discusses specific strategies which promote community involvement relevant to Lakota values; courage	as specified in ELCC 1.5 • Candidate identifies and discusses, in detail, specific strategies which promote community involvement
• Candidate vides strategies which mote community olvement relevant to	• Candidate identifies and discusses specific strategies which promote community involvement relevant to	• Candidate identifies and discusses specific strategies which promote community involvement relevant to	as specified in ELCC 1.5 • Candidate identifies and discusses, in detail, specific strategies which promote
ELCC 1.5 ■ Candidate ovides strategies which omote community	• Candidate identifies and discusses specific strategies which promote community	• Candidate identifies and discusses specific strategies which promote community	as specified in ELCC 1.5 • Candidate identifies and discusses, in detail, specific strategies
ELCC 1.5 • Candidate wides strategies which	• Candidate identifies and discusses specific strategies which	• Candidate identifies and discusses specific strategies which	as specified in ELCC 1.5 • Candidate identifies and discusses, in
ELCC 1.5 • Candidate	• Candidate identifies and discusses	• Candidate identifies and discusses	as specified in ELCC 1.5 • Candidate
ELCC 1.5	 Candidate 	 Candidate 	as specified in ELCC 1.5
<u> </u>			•
olvement, as specified	in ELCC 1.5	in ELCC 1.5	community involvement,
	_		1
omote community	•	involvement, as specified	strategies that promote
ntifies strategies that	promote community	promote community	discussion of specific
 Candidate 			provides an extraordinary
olvement in the vision	identifies and discusses		 Candidate
•	 Candidate 	 Candidate 	involvement in the vision
	in the vision	in the vision	promote community
nonstrate the	• •	• •	candidate's ability to
*	11 0	11 0	referenced supporting the
	-		student work samples are
			• One or more
			various communities in the vision
n A T I	didate's ability to mote community blvement in the vision Candidate atifies strategies that mote community	 One student work sample is referenced supporting the candidate's ability to mote community olvement in the vision Candidate strategies that mote community 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 	 One student work sample is referenced supporting the candidate's ability to promote community olvement in the vision Candidate of Candidate strategies that mote community One student work sample is referenced supporting the candidate's ability to promote community involvement in the vision Candidate of Candidate strategies that promote community involvement, as specified One student work sample is referenced supporting the candidate's ability to promote community involvement in the vision Candidate of Candidate specific strategies that promote community involvement, as specified

Fotal score	
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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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
• The narrative does	• The narrative lacks	• The narrative is of	• The narrative is of	• The narrative is of
not demonstrate an	quality, including an	sufficient quality,	sufficient quality,	exceptional quality,
understanding of diversity	understanding and	including a reasonable	including a reasonable	including in-depth
and its relationship to	application of diversity	depth of understanding	depth of understanding	understanding, reflection,
school culture	and its relationship to	and application of	and application of	and application of
• The narrative is	school culture	diversity and its	diversity and its	diversity and its
not supported with	 One scholarly 	relationship to school	relationship to school	relationship to school
scholarly literature	literature is cited, however	culture	culture	culture
addressing school culture	the candidate does not	 One-two scholarly 	 One-two scholarly 	Two or more
 Student work 	discuss the article's	literatures are cited to	literatures are cited to	scholarly literatures are
sample is not referenced	relevance to school	support the candidate's	support the candidate's	cited to support the
supporting the candidate's	culture or community	discussion of school	discussion of school	candidate's discussion of
ability to promote a	 One student work 	culture	culture	school culture
positive school culture	sample is referenced,	 One student work 	 One student work 	One or more

1	2	3	4	5
				courage and wisdom
	wisdom			relevant Lakota to values;
	values; courage and	and wisdom	and wisdom	promote school culture,
	culture, relevant to Lakota	Lakota values; courage	Lakota values; courage	detail, the dynamics that
	that promote school	school culture, relevant to	school culture, relevant to	identifies and discusses, in
	identifies the dynamics	the dynamics that promote	the dynamics that promote	 Candidate
and wisdom	 Candidate 	identifies and discusses	identifies and discusses	ELCC 2.1a
Lakota values; courage	ELCC 2.1a	 Candidate 	 Candidate 	culture, as specified in
school culture, relevant to	culture, as specified in	specified in ELCC 2.1a	specified in ELCC 2.1a	that promote school
dynamics that promote	that promote school	school culture, as	school culture, as	discussion the dynamics
identify or discuss the	identifies the dynamics	the dynamics that promote	the dynamics that promote	provides an extraordinary
 Candidate does not 	 The candidate 	identifies and discusses	identifies and discusses	 The candidate
specified in ELCC 2.1a	culture	 The candidate 	The candidate	culture
school culture, as	promote a positive school	positive school culture	positive school culture	promote a positive school
dynamics that promote	candidate's ability to	ability to promote a	ability to promote a	candidate's ability to
identify or discuss the	demonstrate the	supporting the candidate's	supporting the candidate's	referenced supporting the
 The candidate does 	however does not	sample is referenced	sample is referenced	student work samples are

Fotal	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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
• The narrative does	• The narrative lacks	 The narrative is of 	 The narrative is of 	• The narrative is of
Not demonstrate an	quality in understanding	minimal quality in	sufficient quality,	exceptional quality,
understanding of	curricular design and	understanding curricular	including a reasonable	including in-depth
curricular design and	evaluation.	design and evaluation	depth of understanding	understanding, reflection,
evaluation.	 One scholarly 	 One scholarly 	curricular design and	and application of
• The narrative is	literatures is cited,	literature is cited to	evaluation.	curricular design and
not supported with	however does not address	address the improvement	 One-two scholarly 	evaluation.
scholarly literature	the improvement of	of instruction through	literature(s) is/are cited to	Two or more
addressing the	instruction through	effective curriculum	address the improvement	scholarly literatures are
improvement of	effective curriculum	design and evaluation.	of instruction through	cited to address the
instruction through	design and evaluation.	 One student work 	effective curriculum	improvement of
effective curriculum	 One student work 	sample is referenced	design and evaluation	instruction
Design and evaluation.	sample is referenced,	supporting the candidate's	 One-two student 	through effective

- 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.

1

- however does not demonstrate the candidate's ability to provide an effective instructional program.
- 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,

2

- ability to provide an effective instructional program.
- 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.

- work sample(s) is/are referenced clearly supporting the candidates ability to provide an effective instructional program
- 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

curriculum design and evaluation.

- 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

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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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
• The narrative does	• The narrative lacks	 The narrative is of 	• The narrative is of	• The narrative is of
not demonstrate an	quality in understanding	minimal quality in	sufficient quality,	exceptional quality,
understanding of	of strategies for improved	understanding of	including a reasonable	including in-depth
strategies for improved	instruction	strategies for improved	depth of understanding	understanding, reflection,
instruction.	 One scholarly 	instruction	and application of	and application of
• The narrative is	literature is cited, however	 One scholarly 	strategies for improved	strategies for improved
not supported with	does not pertain to	literature is cited to	instruction	instruction.
scholarly literature	strategies for effective	support the candidate's	 One-two scholarly 	Two or more

pertaining to strategies for	instruction	discussion pertaining to	literature(s) is/are cited to	scholarly literatures are
effective instruction	 One student work 	strategies for effective	support the candidate's	cited to support the
 Student work 	sample is referenced,	instruction	discussion pertaining to	candidate's discussion
sample is not referenced	however does not pertain	 One student work 	strategies for effective	pertaining to strategies for
to support the candidate's	to candidate's ability to	sample is referenced to	instruction	effective instruction
ability to apply best	apply best practices to	support the candidate's	 One-two student 	Two or more
practices to student	student learning	ability to apply best	work sample(s) is/are	student work samples are
learning	 The candidate 	practices to student	referenced to support the	referenced to
• The candidate does	discusses theories as	learning.	candidate's ability to	support the candidate's
not identify or discuss	specified in ELCC 2.3.b,	 The candidate 	apply best practices to	ability to apply best
various theories as	however does not make a	discusses theories as	student learning.	practices to student
specified in ELCC 2.3.b.	connection to improved	specified in ELCC 2.3.b.	 The candidate 	learning.
 The candidate does 	instruction	 The candidate 	identifies and discusses	• The candidate
not identify or discuss	 The candidate 	discusses research	various theories as	provides an extraordinary
appropriate research	discusses research	strategies as specified in	specified in ELCC 2.3.b.	discussion of various
strategies as specified in	strategies as specified in	ELCC 2.3.c.	 The candidate 	theories as specified in
ELCC 2.3.c.	ELCC 2.3.c, however	 Candidate 	identifies and discusses	ELCC 2.3.b.
 Candidate does not 	does not make a	discusses examples of	the appropriate research	The candidate
provide three examples of	connection to improved	cutting edge strategies for	strategies as specified in	provides an extraordinary
cutting edge strategies for	instruction	improved instruction	ELCC 2.3.c.	discussion of the
improved instruction	 Candidate 	using Lakota values;	 Candidate 	appropriate research
using Lakota values;	discusses examples of	courage and wisdom	concisely discusses	strategies as specified in
courage and wisdom	cutting edge strategies for		examples of cutting edge	ELCC 2.3.c.
	improved instruction,		strategies for improved	 Candidate
	however does not make a		instruction using Lakota	provides, in detail, three
	connection to Lakota		values; courage and	examples of cutting edge
	values; courage and		wisdom	strategies for improved
	wisdom			instruction using Lakota

values; courage and

wisdom.

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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
• The narrative does	• The narrative lacks	• The narrative is of	• The narrative is of	• The narrative is of
not demonstrate an	quality in understanding	minimal quality in	sufficient quality,	exceptional quality,
understanding of	of strategies for improved	understanding of	including a reasonable	including in-depth
strategies for improved	instruction.	strategies for improved	depth of understanding	understanding, reflection,
instruction.	 One scholarly 	instruction	and application of	and application of
• The narrative is	literature is cited, however	 One scholarly 	strategies for improved	strategies for improved
not supported with	does not pertain to	literature is cited to	instruction	instruction.
scholarly literature	strategies for effective	support the candidate's	 One-two scholarly 	Two or more

pertaining to strategies for effective instruction

- 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

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instruction

- 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

discussion pertaining to strategies for effective instruction

- 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

literature(s) is/are cited to support the candidate's discussion pertaining to strategies for effective instruction

- 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

scholarly literature(s) is/are cited to support the candidate's discussion pertaining to strategies for effective instruction

- 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.
2 3 4 5

Total score	
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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

terrorror eneces which of the first mode are monte been represented and accordingly energy, energy and according to				
Does Not Meet	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
• The narrative is of	• The narrative lacks	• The narrative is of	• The narrative is of	• The narrative is of
substandard quality,	quality in understanding	minimal quality in	sufficient quality,	exceptional quality,
lacking understanding of	of strategies for promoting	understanding of	including a reasonable	including in-depth
strategies for promoting	Lakota culture and values	strategies for promoting	depth of understanding	understanding, reflection,
Lakota culture and values	in educational settings	Lakota culture and values	and application for	and application of
in educational settings.	One scholarly	in educational settings	promoting Lakota culture	strategies for promoting

• The narrative is	literature is cited, however	One scholarly	and values in educational	Lakota culture and values
not supported with	does not support the	literature is cited to	settings	in educational settings.
scholarly literature	candidate's discussion for	support the candidate's	• One-two scholarly	Two or more
- I		1 1		
pertaining to strategies for	promoting Lakota culture	discussion pertaining to	literature(s) is/are cited to	scholarly literatures
promoting Lakota culture	and values in educational	strategies for promoting	support the candidate's	pertaining to strategies for
and values in educational	settings	Lakota culture and values	discussion pertaining to	promoting Lakota culture
settings	 One student work 	in educational settings	strategies for promoting	and values in educational
• Student work	sample is referenced,	 One student work 	Lakota culture and values	settings.
sample is not referenced	however does not support	sample is referenced to	in educational settings	Two or more
and presented in	the candidate's ability to	support the candidate's	 One-two student 	student work samples are
the appendix to support	promote Lakota culture	ability to promote Lakota	work sample(s) is/are	referenced to support the
the candidate's ability to	and values in educational	culture and values in	referenced to support the	candidate's ability to
promote Lakota culture	settings	educational settings.	candidate's ability to	promote Lakota culture
and values in educational	 Candidate uses 	 Candidate uses a 	promote Lakota culture	and values in educational
settings	appropriate Lakota	minimum of one	and values in educational	settings.
 Candidate does not 	philosophy or values	appropriate Lakota	settings	 Candidate uses
use appropriate Lakota	reference	philosophy or values	 Candidate uses 	two or more appropriate
philosophy or values		reference	one-two appropriate	Lakota philosophy and
reference			Lakota philosophy of	belief system citations.
			values references	
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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
• The narrative does	• The narrative lacks	• The narrative is of	• The narrative is of	• The narrative is of
not demonstrate an	quality, including an	minimal quality in	sufficient quality,	exceptional quality,
understanding of	understanding of	understanding of	including a reasonable	including in-depth
organizational planning or	organizational planning or	organizational planning or	depth of understanding of	understanding of
the connection to equity,	the connection to equity,	the connection to equity,	organizational planning or	organizational planning or
effectiveness, and	effectiveness, and	effectiveness, and	the connection to equity,	the connection to equity,
efficiency	efficiency	efficiency	effectiveness, and	effectiveness, and
• The narrative is	 One scholarly 	 One scholarly 	efficiency	efficiency
not supported with	literature is cited, however	literature is cited to	 One-two scholarly 	 Two or more
scholarly literature	the candidate does not	support the candidate's	literatures are cited to	scholarly literatures are
addressing organizational	discuss the article's	discussion pertaining to	support the candidates	cited pertaining to
management	relevance to	organizational	discussion pertaining to	organizational

Student work	organizational	management	organizational	management
sample is not referenced	management	 One student work 	management	Two or more
supporting the candidate's	 One student work 	sample is referenced	One - two student	student work samples are
ability to manage the	sample is referenced,	supporting the candidate's	work sample(s) is/are	referenced supporting the
organization	however it does not	ability to manage the	referenced supporting the	candidates ability to
 Candidate 	demonstrate the	organization	candidate's ability to	manage the organization
provides no evidence of	candidate's ability to	 Candidate 	manage the organization	 Candidate
his/her ability to develop	manage the organization	identifies and discusses	 Candidate 	provides an extraordinary
plans of action for	 Candidate 	plans of action for	provides convincing	discussion of plans of
focusing on effective	identifies plans of action,	focusing on effective	evidence of his/her ability	action for focusing on
organization and	however does not make a	organization and	to develop plans of action	effective organization and
management of resources	connection to focusing on	management of resources	for focusing on effective	management of resources
as specified in ELCC 3.1b	effective organization and	as specified in ELCC 3.1b	organization and	as specified in ELCC 3.1b
 Candidate does not 	management of resources	 Candidate 	management of resources	 Candidate
connect the deployment of	as specified in ELCC 3.1b	discusses the connection	as specified in ELCC 3.1b	provides an extraordinary
resources to student	 Candidate 	between the deployment	 Candidate 	discussion connecting the
achievement, as indicted	discusses deployment of	of resources to student	demonstrates the	deployment of resources
in ELCC 3.1c	resources, however does	achievement, as indicted	connection between the	to student achievement, as
 Candidate does not 	not make a connection to	in ELCC 3.1c	deployment of resources	indicted in ELCC 3.1c
provide recommendations,	student achievement, as	 Candidate 	to student achievement, as	 Candidate
using relevant Lakota	indicted in ELCC 3.1c	uses Lakota values;	indicted in ELCC 3.1c	provides detailed
values; patience and	 Candidate uses 	patience and fortitude, in	 Candidate 	recommendations, using
fortitude, for effective	Lakota values; patience	discussing effective	provides sufficient	patience and fortitude, for
planning to enhance	and fortitude, however	planning to enhance	recommendations, using	effective planning to
student learning	does not make a	student learning	Lakota values; patience	enhance student learning
	connection to effective		and fortitude, for effective	
	planning to enhance		planning to enhance	
	student learning		student learning	
1	2	2	1	=

700 4 1		
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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
 The narrative does 	• The narrative does	• The narrative is of	• The narrative is of	• The narrative is of
not demonstrate an	not demonstrate an	minimal quality of	sufficient quality,	exceptional quality,
understanding of	understanding of	understanding operations	including a reasonable	including in-depth
operations management	operations management	management and its	depth of understanding	understanding, reflection,
and its alignment to	and its alignment to	alignment to	operations management	and application of
organizational vision.	organizational vision.	organizational vision.	and its alignment to	operations management
• The narrative is	• The narrative	 One scholarly 	organizational vision	and its alignment to
not supported with	supported with scholarly	literature is used to	 One-two scholarly 	organizational vision.
scholarly literature	literature, however does	support the candidate's	literature)s)is/are used to	 Two or more
addressing operations	not address operations	discussion of operations	support the candidate's	scholarly literatures are
management.	management.	management	discussion of operations	used to support the
 Student work 	 Student work 	 One student work 	management	candidate's discussion of
sample is not referenced	sample is referenced,	sample is used to support	 One-two student 	operations management.
supporting the candidate's	however does not	the candidate's ability to	work sample(s) is/are	Two or more

ability to manage school	support the candidate's	manage operations.	used to support the	student work samples are
operations.	ability to manage school	 The candidate 	candidate's ability to	referenced to support the
• The candidate does	operations.	demonstrates the ability to	manage operations	candidate's ability to
not demonstrate the ability	 The candidate 	involve staff in	 The candidate 	manage operations.
to involve staff in	discusses staff	conducting operations and	demonstrates a sufficient	 The candidate
conducting operations and	involvement, however	setting priorities as	ability to involve staff in	demonstrates an
setting priorities as	does not make a	indicated in ELCC 3.2.a.	conducting operations	extraordinary ability to
indicated in ELCC 3.2.a.	connection to conducting	 The candidate 	and setting priorities as	involve staff in
• The candidate does	operations and setting	applies legal and other	indicated in ELCC 3.2a	conducting operations and
not apply legal and other	priorities as indicated in	principles to efficient,	 The candidate 	setting priorities as
principles to efficient,	ELCC 3.2.a.	safe, effective facilities	clearly applies legal and	indicated in ELCC 3.2.a.
safe, effective facilities	 The candidate 	management as indicated	other principles to	 The candidate
management as indicated	discusses legal and other	in ELCC 3.2.c.	efficient, safe, effective	makes an exceptional
in ELCC 3.2.c.	principles, however does	 Candidate 	facilities management as	application of both legal
 Relevant to Lakota 	not make a connection to	discusses elements of	indicated in ELCC 3.2c	and other principles to the
values; patience and	efficient, safe, effective	effective school level	 Candidate 	efficient, safe, effective
fortitude, the candidate	facilities management as	fiscal operations utilizing	clearly discusses elements	management of facilities,
does not discuss key	indicated in ELCC 3.2.c.	a variety of funding	of effective school level	as indicated in ELCC
elements for effective	 Candidate 	sources using Lakota	fiscal operations utilizing	3.2.c.
school level fiscal	discusses elements of	values; patience and	a variety of funding	Relevant to Lakota
operations utilizing a	effective school level	fortitude	sources using Lakota	values; patience and
variety of funding sources.	fiscal operations utilizing		values; patience and	fortitude, the candidate
	a variety of funding		fortitude	discusses, in detail, key
	sources, however does not			elements for effective

700 4 1		
Total	score	

3

make a connection to

and fortitude

Lakota values; patience

school level fiscal

4

operations utilizing a variety of funding sources.

5

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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectations				
• The narrative does	• The narrative lacks	• The narrative is of	 The narrative is of 	• The narrative is of
not demonstrate an	quality in understanding	minimal quality in	sufficient quality,	exceptional quality,
understanding of resource	of resource management	understanding of resource	including a reasonable	including in-depth
management that is	that is aligned to teaching	management that is	depth of understanding of	understanding, reflection,
aligned to teaching and	and learning	aligned to teaching and	resource management that	and application of
learning.	 One scholarly 	learning	is aligned to teaching and	resource management that
• The narrative is	literature is cited	 One scholarly 	learning.	is aligned to teaching and
not supported with	addressing resource	literature is cited	 One-two scholarly 	learning.
scholarly literature	management, however	addressing resource	literature(s) is/are used to	 Two or more
addressing resource	does not make a	management	support the candidate's	scholarly literatures are
management.	connection to teaching	 One student work 	discussion of resource	used to support the
 Student work 	and learning	sample is referenced to	management.	candidate's discussion of
sample is not referenced	 One student work 	support the candidate's	 One-two student 	resource management.
to support the candidate's	sample is referenced,	ability to manage	work sample(s) is/are	• Two or more
ability to manage	however does not make a	resources	referenced to support the	student work samples are

mas aymaas	connection to the	. The and 1444	aandidata'a ahility ta	to suppose the condidate's
resources	connection to the	• The candidate	candidate's ability to	to support the candidate's
• The candidate does	candidate's ability to	discusses creative funding	manage resources.	ability to manage
not effectively discuss	manage resources	sources as specified in	 The candidate 	resources.
creative funding sources	 The candidate 	3.3.b.	provides effective	 The candidate
as specified in 3.3.b.	discusses creative funding	 The candidate 	strategies for seeking	provides exemplary
 The candidate does 	sources as specified in	discusses administrative	creative funding sources	strategies for seeking
not effectively discuss	3.3b, however does not	technologies as specified	as specified in 3.3.b.	creative funding sources
administrative	make a connection to	in ELCC 3.3.c.	 The candidate 	as specified in 3.3.b.
technologies as specified	teaching and learning	 Candidate 	demonstrates the ability	The candidate
in ELCC 3.3.c.	 The candidate 	provides	to apply and assess	demonstrates an
 Candidate does not 	discusses administrative	recommendations, using	administrative	extraordinary ability to
provide recommendations,	technology as specified in	Lakota values; patience	technologies, as specified	apply and assess
using Lakota values;	ELCC 3.3c, however does	and fortitude, for	in 3.3.c.	administrative
patience and fortitude, for	not make a connection to	effectively managing	 Candidate 	technologies, as specified
effectively managing	teaching and learning	resources to maximize	provides substantial	in 3.3.c.
resources to maximize	 Candidate 	student learning.	recommendations, using	 Candidate
student learning.	discusses elements for		relevant Lakota values;	provides detailed
_	effectively managing		patience and fortitude, for	recommendations, using
	resources to maximize		effectively managing	relevant Lakota values;
	student learning, however		resources to maximize	patience and fortitude, for
	does not make a		student learning	effectively managing
	connection to Lakota			resources to maximize
	values; patience and			student learning.
	fortitude			_
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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
• The narrative is of	 The narrative is 	• The narrative is of	• The narrative is of	• The narrative is of
substandard quality,	lacking quality in	minimal quality in	sufficient quality,	exceptional quality,
lacking demonstration in	demonstrating bringing	demonstrating bringing	including a reasonable	including extraordinary
bringing together the	together the resources of	together the resources of	demonstration and	demonstration and
resources of Tiwahe	Tiwahe (families),	Tiwahe (families),	application of bringing	application of bringing
(families), Tiospaye	Tiospaye (extended	Tiospaye (extended	together the resources of	together the resources of
(extended family), and the	family), and the <i>Oyate</i>	family), and the	Tiwahe (families),	Tiwahe (families),
Oyate (larger community)	(larger community) to	Oyate (larger community)	Tiospaye (extended	Tiospaye (extended
to positively affect student	positively affect student	to positively affect student	family), and the	family), and the <i>Oyate</i>
learning	learning	learning	Oyate (larger community)	(larger community) to
• The narrative is	 One scholarly 	 One student work 	to positively affect student	positively affect student

not supported with scholarly literature addressing collaboration with *Tiwahe* (families), *Tiospaye* (extended families) and the *Oyate* (larger community).

- Student work sample is not referenced and presented in the Appendix to support the candidate's ability to collaborate with *Tiwahe* (families), *Tiospaye* (extended families) and the *Oyate* (larger community).
- The candidate does not demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with *Tiwahe* (families), *Tiospaye* (extended families) and the *Oyate* (larger community).
- The candidate does not demonstrate an understanding of community relations models, marketing strategies and processes, data-based decision-

- literature is cited, however does not effectively address collaboration with *Tiwahe* (families), *Tiospaye* (extended family), and the *Oyate* (larger community)
- One student work sample is used, however does not support the candidate's ability to collaborate with *Tiwahe* (families), *Tiospaye* (extended family), and the *Oyate* (larger community)
- The candidate discusses the use of public information and research-based knowledge of issues, however does not discuss collaboration with *Tiwahe* (families), *Tiospaye* (extended family), and the *Oyate* (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,

- sample is referenced and presented in the Appendix to support the candidate's ability to collaborate with *Tiwahe* (families), *Tiospaye* (extended family) and the *Oyate* (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 *Tiwahe* (families), *Tiospaye* (extended families) and the *Oyate* (larger community).
- Candidates
 provides convincing
 evidence of his/her
 understanding of
 community relations
 models, marketing
 strategies and processes,
 data based decisionmaking, and
 communications theory or
 methods of outreach
 aimed at business,
 religious, political, and
 service organizations
- The candidate demonstrates his/her

learning

- One-two scholarly literatures are used to support the candidate's discussion of collaboration with *Tiwahe* (families), *Tiospaye* (extended family) and the *Oyate* (larger community).
- One student work sample is referenced and presented in the Appendix to support the candidate's ability to collaborate with *Tiwahe* (families), *Tiospaye* (extended family) and the *Oyate* (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 *Tiwahe* (families), *Tiospaye* (extended families) and the *Oyate* (larger community).
- Candidates provides convincing evidence of his/her understanding of community relations models, marketing

learning

- Two three scholarly literatures are used to support the candidate's discussion of collaboration with *Tiwahe* (families) *Tiospaye* (extended family) and the *Oyate* (larger community).
- One or more student work samples are referenced and presented in the appendix to support the candidate's ability to collaborate with *Tiwahe* (families), *Tiospaye* (extended family) and the *Oyate* (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 *Tiwahe* (families), *Tiospaye* (extended family) and the *Oyate* (larger community).
- Candidates provides substantial evidence of his/her understanding of community relations models, marketing

making, and	political, and service	ability to collaborate with	strategies and processes,	strategies and processes,
communications theory or	organizations	community agencies to	data based decision-	data based decision-
methods of outreach	 The candidate 	integrate health, social,	making, and	making, and
aimed at business,	demonstrates his/her	and other services and to	communications theory or	communications theory or
religious, political, and	ability to collaborate with	develop a comprehensive	methods of outreach	methods of outreach
service organizations	community agencies to	program of community	aimed at business,	aimed at business,
 The candidate does 	integrate health, social,	relations and demonstrate	religious, political, and	religious, political, and
not sufficiently	and other services and to	the ability to work with	service organizations	service organizations
demonstrate his/her ability	develop a comprehensive	the media.	 The candidate 	 The candidate
to collaborate with	program of community	 Candidate 	demonstrates his/her	demonstrates an
community agencies to	relations and demonstrate	discusses the nature of the	ability to collaborate with	extraordinary ability to
integrate health, social,	the ability to work with	symbiotic relationship	community agencies to	collaborate with
and other services and to	the media.	between schools and	integrate health, social,	community agencies to
develop a comprehensive	 Candidate 	Tiwahe (families),	and other services and to	integrate health, social,
program of community	provides minimal	Tiospaye (extended	develop a comprehensive	and other services to
relations and demonstrate	discussion of the nature of	families) and the <i>Oyate</i>	program of community	develop a comprehensive
the ability to work with	the symbiotic relationship	(larger community), using	relations and demonstrate	program of comm.
the media.	between schools and	relevant Lakota values;	the ability to work with	relations and demonstrate
 Candidate does not 	Tiwahe (families),	patience and fortitude.	the media.	the ability to work with
discuss the nature of the	Tiospaye (extended		 Candidate 	the media.
symbiotic relationship	families) and the <i>Oyate</i>		discusses the nature of the	 Candidate
between schools and	(larger community), using		symbiotic relationship	discusses, in detail, the
Tiwahe (families),	relevant Lakota values;		between schools and	nature of the symbiotic
Tiospaye (extended	patience and fortitude.		Tiwahe (families),	relationship between
families) and the <i>Oyate</i>			Tiospaye (extended	schools and <i>Tiwahe</i>
(larger community), using			families) and the <i>Oyate</i>	(families), Tiospaye
relevant Lakota values;			(larger community), using	(extended families) and
patience and fortitude.			relevant Lakota values;	the <i>Oyate</i> (larger
			patience and fortitude.	community), using
				relevant Lakota values;
				nationce and fortitude

patience and fortitude.

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

Reviewers. Onloose which of the rive measurements be of represents candidate competency (LEGO 4.2), circle the score below				
Does Not Meet	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
 The narrative does 	• The narrative lacks	• The narrative is of	• The narrative is of	• The narrative is of
not demonstrate an	quality in understanding	minimal quality in	sufficient quality,	exceptional quality,
understanding of	community involvement	understanding community	including a reasonable	including extraordinary
community involvement	skills and abilities.	involvement skills and	demonstration and	demonstration and
skills and abilities.	 One scholarly 	abilities	application of community	application of community
• The narrative is	literature is cited, however	 One scholarly 	involvement skills and	involvement skills and
not supported with	does not address	literature is cited	abilities.	abilities.
scholarly literature	community involvement.	addressing community	 One-two scholarly 	 Two or more
addressing community	 One student work 	involvement	literatures are used to	scholarly literatures are

involvement.

- 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

- sample is cited, however does not discuss the candidate's ability to respond to community interests and needs.
- 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

- 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

- support the candidate's discussion of community involvement.
- 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.

- used to support the candidate's discussion of community involvement.
- 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

does not identify or	Lakota values; patience		Relevant to Lakota	students.
discuss the importance of	and fortitude		values; patience and	 Relevant to Lakota
reaching out to a variety			fortitude, the candidate	values; patience and
of community resources.			identifies and discusses	fortitude, the candidate
			the importance of	identifies and discusses, in
			reaching out to a variety	detail, the importance of
			of community resources.	reaching out to a variety
				of community resources.
1	2	3	4	5

Total	score	
1 Viai	SCULC	

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

	eviewers: Choose which of the five measurements BEST represents candidate competency (ELCC 4.3), circle the score below				
Does Not Meet	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding	
Expectations					
• The narrative does	• The narrative lacks	 The narrative is of 	 The narrative is of 	• The narrative is of	
not demonstrate an	quality in understanding	minimal quality in	sufficient quality,	exceptional quality,	
understanding of the	of the utilization of	understanding of the	including a reasonable	including in-depth	
utilization of various	various community	utilization of various	depth of understanding of	understanding, reflection,	
community resources to	resources to achieve the	community resources to	the utilization of various	and application of the	
achieve the school's	school's vision.	achieve the school's	community resources to	utilization of various	
vision.	 One scholarly 	vision.	achieve the school's	community resources to	
• The narrative is	literature is cited, however	 One scholarly 	vision.	achieve the school's vision.	
not supported with	does not address	literature is cited	 One-two scholarly 	Two or more	
scholarly literature	mobilization of	addressing mobilization of	literatures are used to	scholarly literatures are	
addressing mobilization of	community resources.	community resources.	support the candidate's	used to support the	
community resources.	 One student work 	 One student work 	discussion of mobilization	candidate's discussion of	

- 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.

1

- sample is cited, however does not support the candidate's ability to mobilize community resources.
- 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

2

- sample is cited supporting the candidate's ability to mobilize community resources.
- 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

- of community resources.
- 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

4

- mobilization of community resources.
- 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

5

Total	score	

3

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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectations		_	_	
• The narrative	• The narrative	• The narrative	• The narrative is of	• The narrative is of
does not demonstrate an	lacks quality in	is of minimal quality in	sufficient quality,	exceptional quality,
understanding of ethical	understanding ethical	understanding ethical	including a general	including in-depth
systems.	systems.	systems.	understanding of ethical	understanding, reflection,
• The narrative is	 One scholarly 	 One scholarly 	systems.	and application of ethical
not supported with	literature is cited,	literature is cited	 One-two scholarly 	systems.
scholarly literature	however does not address	addressing integrity and	literature(s) is/are cited to	• Two or more
addressing integrity and	integrity and ethical	ethical systems.	support the candidate's	scholarly literatures are
ethical systems.	systems.	 One student work 	discussion of integrity and	cited to support the
 Student work 	 One student work 	sample is cited supporting	ethical systems.	candidate's discussion of
sample is not referenced	sample is cited, however	the candidate's ability to	 One-two student 	integrity and ethical
and presented in the	does not support the	act with integrity.	work sample(s) is/are	systems.
Appendix to support the	candidate's ability to act	 The candidate 	referenced supporting the	• Two or more

candidate's ability to act	with integrity.	discusses confidentiality,	candidate's ability to act	student work samples are
with integrity.	• The candidate	dignity, and honest	with integrity.	referenced supporting the
 The candidate 	discusses confidentiality,	interactions as	The candidate	candidate's ability to act
does not effectively	dignity, and honest	indicated in ELCC 5.1.a.	effectively discusses	with integrity.
discuss confidentiality,	interactions, however	 Candidate 	confidentiality, dignity,	 The candidate
dignity, and honest	does not make connection	demonstrates an	and honest interactions as	includes a thorough
interactions as	to the school system as	understanding of the	indicated in ELCC 5.1.a.	discussion (supported
indicated in ELCC 5.1.a.	indicated in ELCC 5.1.a.	terms integrity, fairness	 Using Lakota 	by scholarly literature) of
 Using relevant 	 Candidate 	and ethics, using Lakota	values; knowledge and	confidentiality, dignity,
Lakota values;	demonstrate an	values; knowledge and	wisdom, the candidate	and honest interactions as
knowledge and wisdom,	understanding of the	wisdom	clearly demonstrates an	indicated in ELCC 5.1.a.
the candidate does not	terms integrity, fairness		understanding of the terms	 Using Lakota
demonstrate an	and ethics, however does		integrity, fairness and	values; knowledge and
understanding of the	not use Lakota values;		ethics.	wisdom, the candidate
terms integrity, fairness	knowledge and wisdom			demonstrates a thorough
and ethics.				understanding of the terms
				integrity, fairness and
				ethics.
1	2	3	4	5

Fotal	score		
i viai	SCOLE		

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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectations		•	S	
• The narrative	• The narrative	• The narrative is	• The narrative is of	• The narrative is of
does not demonstrate	lacks quality in	of minimal quality in	sufficient quality,	exceptional quality,
understanding of systems	understanding of systems	understanding of systems	including a reasonable	including in-depth
of ethical decision	of ethical decision making	of ethical	depth of understanding	understanding, reflection,
making.	 One scholarly 	 One scholarly 	and application of	and application of systems
• The narrative is	literature is cited,	literature is cited	strategies for improved	of ethical decision making.
not supported with	however does not address	addressing ethical	instruction	Two or more
scholarly literature	ethical decision making.	decision making.	 One-two scholarly 	scholarly literatures are
addressing ethical	 One student work 	 One student work 	literature(s) is/are cited to	cited to support the
decision making.	sample is cited, however	sample is cited supporting	support the candidate's	candidate's discussion of
 Student work 	does not support the	the candidate's ability to	discussion of ethical	ethical decision making.

1	2	3	4	5
others.				
interact fairly with				with others.
demonstrate the ability to			with others.	the ability to interact fairly
the candidate does not			ability to interact fairly	thoroughly demonstrates
knowledge and wisdom,			clearly demonstrates the	and wisdom, the candidate
Lakota values;			and wisdom, the candidate	Lakota values; knowledge
• Referencing	knowledge and wisdom		Lakota values; knowledge	Using relevant
indicated in ELCC 5.2.a.	reference Lakota values;		Using relevant	indicated in ELCC 5.2.a.
considerations as	however does not	knowledge and wisdom	indicated in ELCC 5.2.a.	ethical considerations as
diversity, and ethical	interact fairly with others,	using Lakota values;	ethical considerations as	student diversity, and
sensitivity to student	demonstrates the ability to	interact fairly with others,	student diversity, and	impartiality, sensitivity to
discuss impartiality,	Candidate	demonstrates the ability to	impartiality, sensitivity to	scholarly literature) of
does not effectively	indicated in ELCC 5.2.a.	• Candidate	effectively discusses	discussion (supported by
• The candidate	student diversity as	indicated in ELCC 5.2.a.	• The candidate	includes a thorough
others.	not make connection to	considerations as	interact fairly with others.	• The candidate
interact fairly with	sensitivity, however does	diversity, and ethical	candidate's ability to	interact fairly with others.
candidate's ability to	discusses impartiality,	sensitivity to student	referenced to support the	candidate's ability to
appendix to support the	• The candidate	discusses impartiality,	work sample(s) is/are	referenced to support the
and presented in the	interact fairly with others.	• The candidate	• One-two student	student work samples are
sample is not referenced	candidate's ability to	interact fairly with others	decision making	• Two or more

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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectations				
• The narrative	• The narrative	• The narrative is of	• The narrative is of	• The narrative is of
does not demonstrate an	lacks quality in	minimal quality in	sufficient quality,	exceptional quality,
understanding of codes	understanding of codes of	understanding of codes of	including a general	including in-depth
of ethics.	ethics.	ethics	understanding of codes of	understanding, reflection,
• The narrative is	 One scholarly 	 One scholarly 	ethics.	and application of systems
not supported with	literature is cited,	literature is cited	 One-two scholarly 	of codes of ethics.
scholarly literature	however does not address	addressing ethical codes	literatures are used to	Two or more
addressing ethical codes.	ethical codes.	One student work	support the candidate's	scholarly literatures are

• Student work	One student work	sample is referenced	discussion of ethical	used to support the
sample is not referenced	sample is referenced,	supporting the candidate's	codes.	candidate's discussion of
and presented in the	however does not support	ability to act with	 One student work 	ethical codes.
appendix to support the	the candidate's ability to	integrity	sample is referenced and	Two or more
candidate's ability to act	act with integrity.	 The candidate 	presented in the appendix	student work samples are
with integrity.	 The candidate 	discusses decision making	to support the candidate's	referenced to support the
 The candidate 	discusses decision making	based on ethical and legal	ability to act with	candidate's ability to act
does not effectively	however does not involve	principles as indicated in	integrity.	with integrity.
discuss decision making	ethical and legal	ELCC 5.3a	 The candidate 	 The candidate
based on ethical and	principles as indicated in	 Candidate 	effectively discusses	includes a thorough
legal principles as	ELCC 5.3.a.	demonstrates the ability to	decision making based on	discussion (supported by
indicated in ELCC 5.3.a.	 Candidate 	interact ethically with	ethical and legal principals	scholarly literature) of
 Using relevant 	demonstrates the ability to	others, referencing Lakota	as indicated in ELCC	decision making based on
Lakota values;	interact ethically with	values; knowledge and	5.3.a.	ethical and legal principals
knowledge and wisdom,	others, however does not	wisdom	 Using relevant 	as indicated in ELCC
the candidate does not	reference Lakota values;		Lakota values; knowledge	5.3.a.
demonstrate the ability to	knowledge and wisdom		and wisdom, the candidate	 Using relevant
interact ethically with			clearly demonstrates the	Lakota values; knowledge
others.			ability to interact ethically	and wisdom, the candidate
			with others.	thoroughly demonstrates
				the ability to interact
				ethically with others.

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
• The narrative	The narrative	The narrative is of	The narrative is of	The narrative is of
does not demonstrate an	lacks quality in	minimal quality in	sufficient quality,	exceptional quality,

understanding of the larger context.

- 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,

understanding the larger context

- 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

understanding the larger context

- 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

including a reasonable depth of understanding of the key components for promoting success.

- 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

including in-depth understanding of the key components for promoting success.

- 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

communities, children and learning

- 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,

does not make a connection to their effects on families, communities, children and learning

- 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.

2

- 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,

effects on families, communities, children and learning

- 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

exceptional ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children and learning

- 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

3

4

5

Total score _	
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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 <u>one</u> 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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation				
• The narrative	• The narrative	• The narrative is of	• The narrative is of	• The narrative is of
does not demonstrate an	lacks quality in	minimal quality in	sufficient quality,	exceptional quality,

understanding of the key legal components guiding policy making.

- 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,

understanding of key legal components guiding policy making

- 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

understanding of key legal components guiding policy making

- 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

including a reasonable depth of understanding of the key legal components guiding policy making.

- 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,

including in-depth understanding of the key legal components guiding policy making.

- 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

				and wisdom
1	2	3	4	5

Total so	eore

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 <u>one</u> 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	Meets with Weakness	Meets Expectation	Meets with Strength	Outstanding
Expectation		•		
The narrative	 The narrative 	• The narrative is of	• The narrative is of	• The narrative is of
does not demonstrate	lacks quality in	minimal quality in	sufficient quality, including	exceptional quality,
understanding of the	understanding of the	understanding of the	a reasonable depth of	including in-depth
relevant current issues in	relevant current issues in	relevant current issues in	understanding of the	understanding of the
education law and	education law and	education law and	relevant current issues in	relevant current issues in
connected policy	connected policy	connected policy	education law and	education law and
solutions	solutions	solutions	connected policy solutions.	connected policy solutions
• The narrative is	 One scholarly 	 One scholarly 	 One-two scholarly 	Two or more
not supported with	literature is cited,	literature is cited to	literatures are used to	scholarly literatures are
scholarly literature	however does not	support the candidate's	support the candidate's	used to support the
addressing the larger	address the larger context	ability to influence the	ability to influence the	candidate's ability to
context.	 One student work 	larger context	larger context.	influence the larger context.
 Student work 	sample is referenced,	 One student work 	 One-two student 	Two or more
sample is not referenced	however does not	sample is referenced to	work sample is referenced	student work samples are
to support the	support the candidate's	support the candidate's	and presented in the	referenced to support the
candidate's ability to	ability to influence the	ability to influence the	appendix to support the	candidate's ability to
influence the larger	larger context	larger context	candidate's ability to	influence the larger context.
context.	 The candidate 	 The candidate 	influence the larger context.	 The candidate
 The candidate 	discusses improved	discusses engaging	 The candidate 	provides an exceptional
does not demonstrate the	school policies and laws,	students, parents, and	demonstrates the ability to	discussion of strategies for
ability to engage	however does not	other members of the	engage students, parents,	engaging students, parents,
students, parents, and	demonstrate the ability to	community in advocating	and other members of the	and other members of the
other members of the	engage students, parents,	for adoption of improved	community in advocating	community in advocating
community in	and other members of the	policies and laws, as	for adoption of improved	for adoption of improved
advocating for adoption	community, as indicated	indicated in 6.3a	policies and laws, as	policies and laws, as
of improved policies and	in ELCC 6.3a	 The candidate 	indicated in 6.3.a.	indicated in 6.3.a.
laws, as indicated in	 The candidate 	discusses policies and	 The candidate 	 The candidate
ELCC 6.3.a.	discusses school policies	programs that promote	clearly discusses policies	provides an exceptional
 The candidate 	and programs, however	equitable learning	and programs that promote	discussion of policies and
does not discuss policies	does not demonstrate the	opportunities for all	equitable learning	programs that promote
and programs that	ability promote equitable	students, as indicated in	opportunities and success	equitable learning
promote equitable	learning opportunities for	ELCC 6.3c	for all students, as	opportunities and success
learning opportunities	all students, as indicated	 The candidate 	indicated in 6.3.c.	for all students, as indicated

and success for all	in ELCC 6.3c	discusses current issues	The candidate	in 6.3.c.
students, as indicated in	 The candidate 	or policy solutions with	clearly demonstrates the	 Using relevant
ELCC 6.3.c.	demonstrates the ability	school stakeholders using	ability to discuss current	Lakota values; knowledge
 The candidate 	to discuss current issues	Lakota values;	issues or policy solutions	and wisdom, the candidate
does not demonstrate the	or policy solutions with	knowledge and wisdom	with school stakeholders	demonstrates an
ability to discuss current	school stakeholders,		using Lakota values;	exceptional ability to
issues or policy	however does not use		knowledge and wisdom	discuss current issues or
solutions with school	Lakota values;			policy solutions with school
stakeholders using	knowledge and wisdom			stakeholders.
Lakota values;				
knowledge and wisdom				
1	$\overline{2}$	3	4	5

Total	score	

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