HYB: IL 652  
Leadership for Educational Programs  
Fall 2017

Course Delivery Method: Hybrid  
Course Section: Harrogate (A0), Cedar Bluff (KA/KB/KC), Chattanooga (M2), Kingsport (P0)  
Meeting Time and Place: Saturday Cohort  
Course Credit Hours: Three Credit Hours

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School of Education Website: http://www.lmunet.edu/education

The ultimate aim of Lincoln Memorial University’s Leadership Department is to produce leaders who reflect the mission,  
Preparing Professional Leaders of Distinction to Make a Positive Impact on This Generation and the Next!

I. Course Description:  
This course focuses on leadership, the change process, and strengthening and maintaining interpersonal relationships to provide a foundation for improvement in educational programs. EdS-level course.
II. **COURSE OBJECTIVES:**

<table>
<thead>
<tr>
<th>Candidate Outcome 1: Instructional Leadership for Continuous Improvement</th>
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<tbody>
<tr>
<td>Candidates who complete the program are ethical leaders who facilitate professional practice that continually improves student learning by collaborating with internal and external stakeholders to develop, articulate, implement and communicate a clear, compelling vision for continuous improvement.</td>
<td>TILS A</td>
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<table>
<thead>
<tr>
<th>Candidate Outcome 2: Culture for Teaching and Learning</th>
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<tr>
<td>Candidates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning and collaboration, parental involvement, trust, and personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within the school environment.</td>
<td>TILS B</td>
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<tr>
<th>Candidate Outcome 3: Professional Learning and Growth</th>
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<tr>
<td>Candidates who complete the program are ethical leaders who competently evaluate teacher effectiveness utilizing multiple data sources, develop collaboratively professional learning and growth opportunities, and through modeling instill the philosophy of lifelong learning among all staff members.</td>
<td>TILS A, C</td>
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<tr>
<th>Candidate Outcome 4: Resource Management</th>
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<tr>
<td>Candidates who complete the program are ethical leaders who facilitate the development of a highly effective learning community through enlisting the support of diverse stakeholders and resources, which are aware of the school’s mission, vision, and goals and are involved in school improvement decisions; guided by district, state and federal guidelines and accurate, transparent budgetary policies and procedures.</td>
<td>TILS D</td>
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<th>Candidate Outcome 5: Educational Advocacy</th>
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<tr>
<td>Candidates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.</td>
<td>TILS D</td>
</tr>
</tbody>
</table>
III. **TEXTS/MATERIALS FOR THE COURSE:**


*High Impact Leadership.* Author: John Hattie (ASCD) (attached)

*Teacher Leadership Process – Attempting Change within Embedded Systems:* Authors: Cooper et al.  

IV. **COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:**

**Anchored Instruction (seat time) 600 minutes**
- Attendance and participation in all class sessions, attentive to lectures, participate in class discussions, class presentations, etc.

**Professional Learning Communities 750 minutes**
- PLC collaborative meetings to discuss application opportunities for each of Sterrett’s end-of-chapter *In-the Field Activities*. Select at least four of the activities to complete at your worksite, and submit to your Portfolio, by end of Fall semester *(750 minutes PLC time total)* addressing TILS A, B, and C.

**Technology within Research, Clinical/Key Assignments, and Class Assignments 900 minutes**
- Visit the website: *All Things PLC* at www.allthingsplc.info
- Richard DeFour describes this site as, “a collaborative, objective resource for educators and administrators who are committed to enhancing student achievement”.
- Using tabs at top of All Things PLC, investigate the Evidence, Tools & Resources, Articles & Research, Blogs, and Twitter Community.
- Join a community to connect with other PLC practitioners with insights, tips, and questions if you choose.
- Examine evidence of improved learning and effective practices from Model PLCs.
- Provide examples of analysis and use of this site in your monthly reflection to both faculty members and discuss effective use to improve student achievement at PLC meetings.

**Attendance:** Even with successful completion of make-up assignments, class absences will cause a reduction in the final course grade. **One (1) absence will result in a reduction of one (1) letter grade from whatever grade would have been earned.** Two absences will result in a grade of C or lower. More than two absences will result in the grade of F for the course(s) taken that semester. **Class attendance requires staying the entire class period.** Refer to the *Graduate Catalog* for further academic restrictions.

**Requirements:**
- Candidates will
  - complete in-class writings;
  - read assigned materials;
  - complete assignments individually and in teams;
  - write article critiques;
• develop and present leadership scenarios;
• write a 3-4 page synthesis
• and complete written reflections following class meetings

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

V. METHODS OF INSTRUCTION: Lecture, class discussions, collaborative assignments, individual presentations, etc.

CLINICAL EXPERIENCES: In courses with Clinical Experiences, candidates will receive regular coaching and feedback from mentors. The coaching process must be documented, for example, through an Activity/Time Log or Formal Evaluations.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology
Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

Turnitin
Candidates will be required to submit some assignments to Turnitin, the computer program designed for checking literature duplication. Submitting additional course work to Turnitin is at the instructor’s discretion. Instructions for using Turnitin can be found at [http://www.turnitin.com/en_us/training/student-training](http://www.turnitin.com/en_us/training/student-training)

VIA/LiveText
viaLiveText.com: Each student will be required to establish or continue an account with the viaLiveText.com program. viaLiveText.com is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions are posted on the School of Education website at [http://www.lmunet.edu/academics/schools/school-of-education](http://www.lmunet.edu/academics/schools/school-of-education).

Library Resources
The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **Professional Collection**, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology;” and **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. UNIVERSITY POLICIES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit [https://www.lmunet.edu/academics/academic-support](https://www.lmunet.edu/academics/academic-support) for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program.

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your
performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor’s receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook: LMU’s website: http://www.lmunet.edu/student-life/handbooks.

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT : No person at LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, genetic information, or any other class protected by applicable law, be excluded from participating in, or being denied benefits of, any educational opportunity.

LMU is committed to providing a campus environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are designated as Responsible Employees/Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to share the information with the University’s Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the Office of Mental Health Counseling, Duke Hall 202. For more information, contact Jason Kishpaugh, Director of Counseling, by email at jason.kishpaugh@lmunet.edu, by phone at (423) 869-6401, or schedule an appointment online at https://www.lmunet.edu/student-life/counseling/schedule-an-appointment.

If you have experienced any form of discrimination or harassment and would like report information, please contact: Jeana Horton, J.D., Title IX Coordinator/Institutional Compliance Officer, by email at titleixcomplaints@lmunet.edu, or by phone at (423) 869-6618.

You may make a report online at http://www.emailmeform.com/builder/form/WCcZ1kq83c48D6b0w721mhL. The Title IX Coordinator/Institutional Compliance Officer’s office is located at D.A.R. 210 and the Duncan School of Law, Room 404. The Harassment, Discrimination, and Sexual Misconduct Policy is located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations. In addition, LMU Campus Police is available to provide security escorts and/or additional security on campus.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.
**COURSE EVALUATIONS:** In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**OUTCOMES ASSESSMENT TESTING:** Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

**LMU’S INCLEMENT WEATHER POLICY** can be found at the following link to LMU’s website: [http://www.lmunet.edu/student-life/weather-cancellation-notification](http://www.lmunet.edu/student-life/weather-cancellation-notification). Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

**INTENT TO GRADUATE:** Students planning to graduate at the end of the current semester need to apply for graduation by submitting an Intent to Graduate form to Erin Brock (erin.brock@lmunet.edu) by the deadline indicated in the Important Dates section of the syllabus. Graduation forms and additional information can be found at [www.lmunet.edu/education](http://www.lmunet.edu/education).

**PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER** – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

**FOR OUT-OF-STATE STUDENTS:**
LMU does not guarantee out of state certification. Students seeking certification should contact their State Department of Education to verify the individual’s state certification regulations.

**VIII. MISSION STATEMENTS:**

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU’s website: [http://www.lmunet.edu/about-lmu/heritage-mission](http://www.lmunet.edu/about-lmu/heritage-mission).

**CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT:**
[http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf) (page 11)

**INSTRUCTIONAL LEADERSHIP MISSION STATEMENT:**
[http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf) (Page 31)

**IX. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

**Hybrid Learning Model**
This course is offered in a hybrid learning model. Hybrid learning models are based on contemporary learning theory and exemplary teaching practices in the classroom. This particular model is based on an understanding.
about how adults learn and an understanding of the rich resources offered through collaboration with peers and interaction with the extensive resources on the Internet. The hybrid learning model is comprised of anchored instruction (seat time), professional learning communities (collaboration), web-enhanced learning strategies (technological learning), expository presentation (student engagement) and problem-based learning (case studies and field-based activities).

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<thead>
<tr>
<th>Anchored instruction - 600 minutes</th>
<th>Attendance and participation in all class sessions, attentive to lectures, participate in class discussions, class presentations, etc</th>
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<tr>
<td>Professional Learning Communities - 750 minutes</td>
<td>Structured collaboration with peers</td>
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<td>Use of Technology within Research, Clinical/Key Assignments, and Class Assignments - 900 minutes.</td>
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<td><strong>Total Carnegie Units:</strong></td>
<td>37.5 hours/2250 minutes</td>
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**IL 652 KA #1** – High Impact Leadership Critique
**IL 652 KA #2** – Leadership/Vision Scenario Group Presentation
**IL 652 Assignment #3** – Attempting Change within an Embedded System Critique

**IL 652 Suggested Class Schedule and Assignments**

**BEFORE FIRST CLASS:** Read the following:

**FIRST CLASS:** Review Leadership syllabi (IL 652, IL 653, EL 653) and EdS Guidelines. Discuss the Dweck and Hattie articles.

**Assignments for second class:**
- Read Sterrett’s *Insights into action: Successful school leaders share what works*
- Read Hunter’s *The World’s Most Powerful Principle – How to Become a Servant Leader*
- Begin meetings with your PLC to discuss each of Sterrett’s end-of-chapter *In-the Field Activities*. Select at least two-six of the activities to complete at your worksite, and submit to your Portfolio, by end of Fall semester *(15 hours PLC time total)* addressing TILS A, B, or C.
- **Key Assignment 1 (KA 1):** Critique the Hattie article, High Impact Leadership. The article critique should focus on the relationship to *TILS A, B, and C* emphasizing ethical leadership for continuous improvement.
- The article and rubric are included in the syllabus.
- Submit your critique through the VIA/LiveText assignment template.

**SECOND CLASS:** Discussion of Sterrett’s *Insights into action* book, Hunter’s *The World’s Most Powerful Principle – How to Become a Servant Leader*, and In-the-Field Activities.

**Assessment Due:** KA 1: High Impact Leadership critique VIA/LiveText:
**KA# 1 Assessment Rubric:** Leadership Practices Rubric

**Assignments for third class:**
- Read Alvy and Robbins *‘Learning from Lincoln: Leadership Practices for School Success.*
- Continue PLC *In-the Field PLC* work and submission to Portfolio

**THIRD CLASS:** Discuss Alvy and Robbins *Learning from Lincoln* and continue discussion of Hunter’s *The World’s Powerful Principle – How to Become a Servant Leader*
Assessment Due: none

Assignment for fourth class: Read Hoerr’s *The art of school leadership* (chapters as assigned by professor).

**FOURTH CLASS:** Discussion of *The art of school leadership* chapters.

Assessment Due: none

Assignments for fifth class:

Read remainder of Hoerr’s *The art of school leadership*.

- **Key Assignment KA# 2: Required assignment:** Leadership/Vision Scenario Group Presentation
  
  **Preparation:** With your professional learning community team members design a presentation, for the fifth class session, of a Leadership Scenario of school vision, planning and use of data.

  **KA 2 Assessment Rubric:** *Principal Vision and Leadership Rubric*

- **Assignment 3 Required:** Submit a critique of the article *Teacher Leadership Process – Attempting Change within Embedded Systems*. Bring a hard copy to class and submit to professor.

  **Assessment Rubric:** *Principal Vision and Leadership Rubric*

**FIFTH CLASS:**

1. Presentation of *New Principal Vision and Leadership Scenario* or *Teacher Leader Scenario*

2. Discussion of critique of *Teacher Leadership Process – Attempting Change within Embedded Systems*

Assessments due:

- Critique of *Teacher Leadership Process – Attempting Change within Embedded Systems*

- **New Principal Vision and Leadership Scenario** - Leadership majors’ Group Presentation
  
  **Or**

  **Teacher Leader Scenario** CI majors’ Group Presentation

  **Assessment Rubric:** *Principal Vision and Leadership Rubric*
GROUP PROJECT FOR IL 652

I. All Leadership (IL and EL) Majors: KA #2 New Principal Vision and Leadership Scenario

You have been appointed principal of a needs improvement school (elementary, middle, or high school - you decide) at the March Board meeting. You are teaching in another school and have limited knowledge of the new school. Your contract begins on July 1.

A single plan will be developed by the PLC group as described below:

1. Identify your beliefs, core values, and guiding principles and apply each to your new assignment.
2. Write a vision statement and discuss how you will share it with stakeholders (TILS A).
3. Write a mission statement for your school or organization.
4. What needs to be done between March 1 and July 1 (TILS A, B, C)?
5. What needs to be done between July 1 and August (the day teachers begin)?
6. How will you organize to manage and lead the school to meet state assessment requirements (TILS A, B, and C)?
7. Create evaluation instruments (to be distributed, collected and analyzed at the end of your first year) to assess your performance. Design at least five types of assessment instruments (surveys, interviews, data reports, etc.) to receive feedback from all major stakeholders such as teachers, staff, students, superiors, parents, community, etc.

II. CI Majors: Teacher Leader Scenario

You have been appointed to a teacher leader position at an on-notice school (elementary, middle, or high school – you decide) at the March Board meeting. You are teaching in another school and have limited knowledge of the new on-notice school. Your new contract begins on July 1.

Identify your teacher/leader position from the selection below:

_____ Department Chair  _____ Grade Level Chair
_____ Instructional Coach  _____ Content Area Coordinator
_____ Lead Teacher  _____ Academic Coach
_____ Building Level Special Education Coordinator
_____ Other ________________________________

A single plan will be developed by the group as described below:

1. Identify beliefs, core values, and guiding principles that were strengths this term and apply each to your new assignment.
2. Write a vision statement and discuss how you will share it with stakeholders.
3. Write a mission statement for your school or organization.
4. What needs to be done between March 1 and July 1?
5. What needs to be done between July 1 and August (the day teachers begin)?
6. How will you, in the designated teacher-leader position, organize to manage and lead your assigned group to assist the school in making state goals?
7. Create evaluation instruments (to be completed at the end of your first year) to assess your performance. Design at least five types of assessment instruments (surveys, interviews, data reports, etc.) to receive feedback from all major stakeholders such as teachers, staff, students, parents, academic, etc.
X. **Plagiarism**

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual, pp. 174-179.

**Certification of Authorship.** I certify that I am the author of this paper titled ________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature________________    Date ______________

(This statement must be included with all written assignments.)

XI. **Student Community Engagement:** A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: [http://www.lmunet.edu/student-life/student-service-initiative](http://www.lmunet.edu/student-life/student-service-initiative) or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMUnet.edu.

XII. **The Instructor Reserves the Right to Revise, Alter and/or Amend This Syllabus, as Necessary. Students Will Be Notified in Writing and/or by Email of Any Such Revisions, Alterations and/or Amendments.**
<table>
<thead>
<tr>
<th>Element</th>
<th>Capstone (3)</th>
<th>Milestone (2)</th>
<th>Milestone (1)</th>
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<tbody>
<tr>
<td>Identifies concept of high-impact instructional leadership.</td>
<td>Provides a clear, in-depth discussion of high-impact instructional leadership including its definition and focus, its influence on student achievement, the role of collaboration, and acceptable evidence of learning in determining success.</td>
<td>Provides a clear discussion of high-impact instructional leadership including its definition and focus, its influence on student achievement, the role of collaboration, and acceptable evidence of learning in determining success.</td>
<td>Provides a discussion of high-impact instructional leadership including its definition and focus, its influence on student achievement, the role of collaboration, and acceptable evidence of learning in determining success.</td>
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<td>Identifies and defines attributes of high-impact instructional leadership.</td>
<td>Provides a clear, in-depth discussion of the attributes of high-impact instructional leadership including its potential influence on all stakeholders, school culture, and professional growth of teachers and on student achievement.</td>
<td>Provides a clear discussion of the attributes of high-impact instructional leadership including its potential influence on all stakeholders, school culture, professional growth of teachers and impact on student achievement.</td>
<td>Provides a discussion of the attributes of high-impact instructional leadership including its potential influence on all stakeholders, school culture, professional growth of teachers and impact on student achievement.</td>
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<td>Analyzes attributes of high-impact instructional leadership in organizational improvement.</td>
<td>Clear, in-depth knowledge of high-impact instructional leadership allows for deep discussion of an organization seeking meaningful and continuous improvement.</td>
<td>Clear knowledge of high-impact instructional leadership allows for satisfactory discussion of an organization seeking meaningful and continuous improvement.</td>
<td>Knowledge of high-impact instructional leadership allows for satisfactory discussion of an organization seeking meaningful and continuous improvement.</td>
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<td>Analyzes attributes of high-impact instructional leadership in the school setting.</td>
<td>In-depth knowledge of the high-impact instructional leadership model allows for an extensive discussion of implementation within a school setting designed to enhance stakeholder involvement, staff collaboration and promoting a positive school culture.</td>
<td>Clear knowledge of the high-impact instructional leadership model allows for a satisfactory discussion of implementation within a school setting designed to enhance stakeholder involvement, staff collaboration and promoting a positive school culture.</td>
<td>Knowledge of the high-impact instructional leadership model allows for a discussion of implementation within a school setting designed to enhance stakeholder involvement, staff collaboration and promoting a positive school culture.</td>
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<td>Projects implementation of high-impact instructional leadership in the school setting.</td>
<td>In-depth plans for implementation of the high-impact instructional leadership model in school setting designed to enhance stakeholder involvement, staff collaboration and promoting a positive school culture.</td>
<td>Clear plans for implementation of the high-impact instructional leadership model in school setting designed to enhance stakeholder involvement, staff collaboration and promoting a positive school culture.</td>
<td>Limited plans for implementation of high-impact instructional leadership model in school setting designed to enhance stakeholder involvement, staff collaboration and promoting a positive school culture.</td>
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<td>Element</td>
<td>Capstone (3)</td>
<td>Milestone (2)</td>
<td>Milestone (1)</td>
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<td>Identify beliefs, core values, and guiding principles of a school leader.</td>
<td>Identifies and articulates in-depth discussion of beliefs, core values, and guiding principles of a school leader to facilitate an environment for continuous improvement driven by a shared vision.</td>
<td>Identifies and articulates consistent discussion of beliefs, core values, and guiding principles of a school leader to facilitate an environment for continuous improvement driven by a shared vision.</td>
<td>Identifies beliefs, core values, and guiding principles of a school leader to facilitate an environment for continuous improvement driven by a shared vision.</td>
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<td><strong>TILS B</strong></td>
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<td>Create and communicate a vision statement to all stakeholders.</td>
<td>Identifies and articulates a school vision statement emphasizing continuous improvement and consistently communicates to all stakeholders.</td>
<td>Identifies and articulates a school vision statement emphasizing continuous improvement and communicates to all stakeholders.</td>
<td>Identifies and articulates a school vision statement and communicates to stakeholders.</td>
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<td>Develop a mission statement that addresses a school’s vision.</td>
<td>Identifies and articulates a school mission statement emphasizing continuous improvement and consistently communicates to all stakeholders.</td>
<td>Identifies and articulates a school mission statement emphasizing continuous improvement and communicates to all stakeholders.</td>
<td>Identifies and articulates a school mission statement and communicates to stakeholders.</td>
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<td>Construct a timeline and description of administrative tasks to be completed by a new building level administrator prior to school opening.</td>
<td>Designs a comprehensive in-depth timeline of critical activities to be completed prior to school opening that includes plans for school improvement, enhancement of school culture, plans for staff development, and resource funding.</td>
<td>Designs a timeline of critical activities to be completed prior to school opening that includes plans for school improvement, enhancement of school culture, plans for staff development, and resource funding.</td>
<td>Designs a chronological timeline of some activities to be completed prior to school opening that includes plans for school improvement, enhancement of school culture, plans for staff development, and resource funding.</td>
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<td><strong>TILS A, B, C, D</strong></td>
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<td>Define long term strategic plans to improve student achievement.</td>
<td>Identifies, accesses, and utilizes comprehensive quantitative and qualitative data to develop learning opportunities for staff and student improvement.</td>
<td>Identifies and utilizes quantitative and qualitative data to develop learning opportunities for staff and student improvement.</td>
<td>Identifies and utilizes limited quantitative and qualitative data to develop learning opportunities for staff and student improvement.</td>
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<td><strong>TILS A, C</strong></td>
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STANDARDS

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

Standard A: Instructional Leadership for Continuous Improvement
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:
1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.

Standard D: Resource Management
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:
1. Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.
COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)
STANDARDS FOR ADVANCED PROGRAMS

Standard 1: Content and Pedagogical Knowledge
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: Clinical Partnerships and Practice
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Standard 3: Candidate Quality, Recruitment, and Selectivity
The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for certification where applicable. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

Standard 4: Program Impact
The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider Quality Assurance and Continuous Improvement
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.
1. **Visionary Leadership** - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
   a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
   b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
   c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

2. **Digital Age Learning Culture** - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
   a. Ensure instructional innovation focused on continuous improvement of digital-age learning.
   b. Model and promote the frequent and effective use of technology for learning.
   c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
   d. Ensure effective practice in the study of technology and its infusion across the curriculum.
   e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration.

3. **Excellence in Professional Practice** - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
   a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
   b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
   c. Promote and model effective communication and collaboration among stakeholders using digital age tools.
   d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. **Systemic Improvement** - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
   a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
   b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
   c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goal.
   d. Establish and leverage strategic partnerships to support systemic improvement.
   e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. **Digital Citizenship** - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
   a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
   b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
   c. Promote and model responsible social interactions related to the use of technology and information.
   d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.
THE INTASC MODEL CORE TEACHING STANDARDS (APRIL 2011)

The Learner and Learning

Standard #1: Learner Development
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content

Standard #5: Application of Content
The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and the learner’s decision making.

Standard #7: Planning for Instruction
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Notes:

- In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
- Full documents available at:

  http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html
ELCC Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.

   1.1 Develop a Vision
   1.2 Articulate a Vision
   1.3 Implement a Vision
   1.4 Steward a Vision
   1.5 Promote Community Involvement in the Vision.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

   2.1 Promote Positive School Culture
   2.2 Provide Effective Instructional Program
   2.3 Apply Best Practice to Student Learning
   2.4 Design Comprehensive Professional

3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

   3.1 Manage the organization
   3.2 Manage Operations
   3.3 Manage Resources

4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.

   4.1 Collaborates With Community and Other Family Members
   4.2 Respond to Community Interests and Needs
   4.3 Mobilize Community Resources

5.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.

   5.1 Acts with Integrity
   5.2 Acts Fairly
   5.3 Acts Ethically

6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

   6.1 Understand the Larger Context
   6.2 Respond to the Larger Context
   6.3 Influence the Larger Context

7.0 Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

   7.1 Substantial
   7.2 Sustained