I. COURSE DESCRIPTION: This course is the companion practicum for IL 652, Leadership for Educational Programs, which focuses on leadership, managing the change process, and strengthening and maintaining interpersonal relationships to provide the foundation for improvement in teaching and learning in diverse educational settings. The aim of the course is to move from theory to practice by providing emerging educational leaders with craft knowledge, especially in the areas of curriculum, teaching, and learning, while developing a professional vision, mission, and philosophy of school leadership. Corequisite: IL 652; EdS-level course.

II. COURSE OBJECTIVES:

Candidate Outcome 1: Instructional Leadership for Continuous Improvement
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.

<table>
<thead>
<tr>
<th>TILS A</th>
<th>ELCC 1</th>
<th>ISTE A 1, 4</th>
<th>CAEP 1, 3</th>
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</thead>
</table>

School of Education Website: [http://www.lmunet.edu/education](http://www.lmunet.edu/education)
Candidate Outcome 2: Culture for Teaching and Learning
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.

| TILS B | ELCC 2 | ISTE A 2 | CAEP 1, 4 |

Candidate Outcome 3: Professional Learning and Growth
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.

| TILS A, C | ELCC 2, 4 | ISTE A 3 | CAEP 1, 3, 5 |

Candidate Outcome 5: Educational Advocacy
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.

| TILS D | ELCC 4, 6 | ISTE A 5 | CAEP 4, 5, 2 |

III. TEXTS/MATERIALS FOR THE COURSE:
Required:

Suggested:
*School leadership Licensure Manual*

Additional materials may be School Board Policy Manuals, Board Meeting Agendas, State Department of Education Websites, Tennessee Education Law, Court Decisions, School Improvement Plans, School and System Report Cards, School and System Assessment Data, School Faculty Handbooks, School Student Handbooks, and Public Agency policies and protocols (such as Human Services, Mental Health, Criminal Justice, etc.

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:
This is a Clinical Experience Class which will be conducted in K-12 schools or other community based organizations and supervised by a LMU Instructional Leadership faculty member, LMU Instructional Leadership mentor, and school based advisor. All mentors have experience as school administrators and all university personnel hold doctorate in Educational Leadership.

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.
V. METHODS OF INSTRUCTION: Orientation sessions for conducting clinical practice in schools or other community based organizations. Seminars will be offered for SLLA preparation. Individual and group guidance will be provided for Portfolio planning, formulation, and arrangement by mentor and/or faculty. Mentor will visit candidate in school setting twice per semester for consultation with candidate and school advisor.

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 may 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.
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_graduate_education_catalog.pdf) (PAGE 11)

**INSTRUCTIONAL LEADERSHIP MISSION STATEMENT:** [HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF](http://www.lmunet.edu/education/final_graduate_education_catalog.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).

**Anchored instruction- 600 minutes** – Attendance and participation in all class sessions, attentive to lectures, participate in class discussions, class presentations, etc

**Professional Learning Communities – 750 minutes.** Structured collaboration with peers

**Research and Support for Clinical/Key Assignments – 900 minutes.**

**Total Carnegie Units: 37.5 hours/2250 minutes**

**IL 653 KA #1 Instructional Leadership Philosophy**

**IL 653 KA #2 Learning from Lincoln: Reflection of Leadership Practices for School Success**

**IL 653 KA #3 IEP TEAM Analysis**

**IL 653 KA #4 Portfolio Creation & Submission Data**

**IL 653 Assignment #5 Introduction to Diverse Clinical Experience**

**Il 653 Suggested Class Schedule and Assignments**

**BEFORE FIRST CLASS:** Recommend reviewing syllabus and read either text but it is not required.

**FIRST CLASS:** Syllabus overview for course, books, assignments, electronic portfolio requirements, Tennessee Instructional Leadership Licensure Program, the differentiation of assignments for licensure candidates, and VIA/LiveText assignments. Review of organization of SLLA Manual.

**Assignments for second class:**
- ✔ Review SLLA Manual as by professor: Scenarios
- ✔ Begin work on portfolio as assigned by professor.

*Diverse Clinical Experience:* Each student is required to spend 10 hours in a diverse clinical setting. Complete as many hours as possible this semester and the remainder will be completed next semester.

Candidates will complete the “Diversity Experience Log Sheet” found at: https://form.jotform.com/71694752367165 as documentation of clinical practice in diverse settings. The form may be completed as many times as needed and should be completed for each different educational setting. A total of 10 hours of clinical practice in a diverse setting is required by the end of the program. Complete a summary of your diverse clinical experience in the template provided in Live Text. Summary should include a description of your diverse clinical experience, a tally of the hours logged, and a deep and thoughtful reflection on the experience.

**Assessment:** Evidence of diverse clinical experiences.

**SECOND CLASS:** Begin submitting:
- **KA#4** - Initial Portfolio sections: Introduction, Credentials, Curriculum Vita, etc. Professor and mentor will guide.
- **KA#1** - Instructional Leadership Philosophy
- SLLA Scenarios

**Assignments for third class:**
- Read the *Lincoln* book.
- **KA #2:** Create and submit to the LiveText assignment template the 5 written scenarios to the *Learning from Lincoln* book. All students must respond to the #7 scenario.
- **KA #2 Assessment:** Prepare to present and lead discussion of response to the *Lincoln* book.
THIRD CLASS: Present and discuss the Lincoln book assignment.
- Continue discussion
- Work on field experience assignments and portfolio
- KA#2 - Written responses to Lincoln are due on VIA/LiveText.
- SLLA Scenarios

Assignments for fourth class:
- KA#4 – Continue Portfolio preparation
- Continue collaborative work on assignments and portfolio.
- Discuss field experience activities.

FOURTH CLASS:
- Continue discussion
- Work on field experience assignments
- Work on portfolio.
- SLLA Scenarios

Assignments for fifth class:
- KA #4 - Portfolio due for first formative feedback review
- KA#4 Assessment – Portfolio Checklist
- Directions will be furnished by professor and LMU mentor prior to submission of portfolios for review
- KA #3 – IEP TEAM Analysis

FIFTH CLASS:
- KA #4 - Portfolios are due for first formative review.
- Discussion of Special Education Procedural Safeguards
- SLLA Scenarios

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 for 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.**
### IL 653 KA #1: Instructional Leadership Philosophy Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Capstone (3)</th>
<th>Milestone (2)</th>
<th>Milestone (1)</th>
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<tr>
<td><strong>Purpose of Instructional Leadership</strong></td>
<td>All elements present and of high quality. Clear and compelling statements of belief about the purpose of instructional leadership. Numerous references to leadership authors and philosophers support philosophy statements, based on a shared vision and mission for continuous improvement.</td>
<td>Main elements present and of good quality. Clear statements of belief about the purpose of instructional leadership. Adequate references to leadership authors and philosophers, some based on a shared vision and mission for continuous improvement.</td>
<td>Most elements present and of acceptable quality. Clear statement of the purpose of instructional leadership. Limited references to leadership philosophers, few based on a shared vision and mission for continuous improvement.</td>
</tr>
<tr>
<td><strong>Beliefs about differentiation of special needs students</strong></td>
<td>All elements present and of high quality. Analytic and insightful statement of beliefs about differentiation that closes gaps for all student groups. Fulfills legal responsibilities for special needs student populations that demonstrate a commitment to continuous improvement and growth in least restrictive settings. Specific examples and references to educational literature. Monitors instruction consistently.</td>
<td>Main elements present and of acceptable quality. Insightful statement of beliefs about differentiation that closes gaps for all student groups. Fulfills legal responsibilities for special needs populations that demonstrate a commitment to continuous improvement and growth in least restrictive settings. Some examples and some references to educational literature.</td>
<td>Most elements present and of acceptable quality. Statement of differentiation that closes gaps for all student groups. Fulfills legal responsibilities for special needs student populations that demonstrate a commitment to continuous improvement and growth in least restrictive settings with minimal examples or reference to educational literature.</td>
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<td>Element</td>
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<tr>
<td><strong>Beliefs about diverse student populations</strong>&lt;br&gt;Demonstrates a commitment to close the achievement gap for diverse student populations by monitoring instruction and assessment practices to provide evidence of continuous growth in their learning&lt;br&gt;<em>TILS A, B, C, D&lt;br&gt;ELCC 6.0&lt;br&gt;CAEP 1</em></td>
<td>All elements present and high quality. Insightful comments showing deep understanding and application for committing to close the achievement gap for diverse student populations by monitoring instruction and assessment practices to provide evidence of continuous growth in their learning. Relevant and appropriate examples and references to educational literature.</td>
<td>Main elements present and of acceptable quality. Shows understanding of diverse populations and closing the achievement gap for diverse student populations by monitoring instruction and assessment practices. Includes relevant and appropriate examples or references to educational literature.</td>
<td>Most elements present and of acceptable quality. Limited evidence of deep understanding of diverse populations and closing the achievement gap for diverse student populations. Few examples from candidate's own practice or references to educational literature.</td>
</tr>
<tr>
<td><strong>Beliefs about how students learn</strong>&lt;br&gt;Assists faculty in developing student growth and identifying valid, reliable sources of evidence of effective learning strategies. Supports faculty to implement effective instruction and assessment practices. Analyzes and interprets multiple data sources to inform school-level improvement efforts aimed at beliefs on how students learn best.&lt;br&gt;<em>TILS A, B&lt;br&gt;ELCC 1, 2&lt;br&gt;CAEP 1</em></td>
<td>All elements present and high quality. Includes instructional strategies, curriculum, technology, and assessment that assist faculty in developing student growth and identifying valid, reliable sources of evidence of effective learning strategies. Analyzes and interprets multiple data sources to inform school-level improvement efforts. Relevant references to instructional leadership literature.</td>
<td>Main elements present of acceptable quality. Includes most of the areas regarding assisting faculty in developing student growth and identifying valid, reliable sources of evidence of effective learning strategies. Some interpretation of multiple data sources to inform school level improvement efforts. References instructional leadership literature.</td>
<td>Most elements present and of acceptable quality. Includes some of the areas regarding assisting faculty in developing student growth and identifying valid, reliable sources of evidence of effective learning strategies. Limited discussion of data analyzes to guide school improvement. Few references to educational literature.</td>
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IL 653 KA #2 – Learning from Lincoln: Reflection of Leadership Practices for School Success

Requirements For All Students:

Read *Learning from Lincoln: Leadership Practices for School Success* by Harvey Alvy and Pam Robbins. Engage in dialogue with professor and/or other candidates and discuss how you have addressed five (5) of the scenarios below (link response to TILS, ELCC, ISTE.A). Each candidate must complete #7. Refer to the book for understanding and explanation while completing activities and scenarios below:

(TILS 1, C-1, & C-3; ELCC 1.1, 1.2.1.3.1.4 & 1.5; and ISTE A)

1. Reflect in writing giving examples on how, in your school practice, you consistently demonstrate personal growth and enhanced competence as a lifetime learner who is willing to reflect on and expand ideas.
2. Describe example(s) of how you exercise Situational Competence in your practice, to implement effective change.
3. Provide written examples of how you demonstrate purposeful visibility in your school.
4. Provide examples of how you have modeled tenacity, persistence, resilience and courage in interactions with students as modeled by Lincoln.
5. Describe examples of how you communicate ideas effectively with students using precise, straight-forward language as modeled by Lincoln’s statements and speeches.
6. How have you created and built diverse and competent student teams to address the mission of the school. Support with evidence (agendas, pictures, etc.).
7. **Provide examples of how in your practice, you engender trust, loyalty and respect with students and colleagues through humility, humor, and personal example of good behavior.**
8. How do you share your leadership voice with students using words to reflect a steadfast resolve to create a world of possibility for every student?
9. Provide evidence on how you focus time and energy on school goals related to:
   - social justice such as closing the achievement gap,
   - providing academic excellence for all students,
   - educating worthy future citizens,
   - advocating for homeless students,
   - pressing for gender equity,
   - showing equity and respect for all students,
   - reducing dropout rate, and
   - reducing school bullying.
10. Give examples of how you use and model your “True North” to help you stay on track as a leader in a climate of continual distractions.
11. Describe how you have shared with students the vision and need for an internal compass to make good choices that can guide them successfully in real-life situations.
12. Provide examples of how you lead and serve students with emotional intelligence and empathy.
13. Describe a situation of where you modeled and promoted your leadership vision, voice, stories and actions to guide and support students through a successful school experience.
14. After reflecting on Lincoln’s words at Gettysburg and our classwork, to what unfinished work will you commit?
# IL 653 KA #2: Lincoln Scenario Rubric

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<th>Element</th>
<th>Capstone (3)</th>
<th>Milestone (2)</th>
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<td><strong>Identify Leadership traits exhibited by President Abraham Lincoln</strong></td>
<td>Response demonstrates an in-depth reflection on Lincoln’s leadership traits for example: focusing on vision and mission, collaboration with all stakeholders, empathy, purposeful visibility, use of straight-forward, precise language, and systematic monitoring and adjusting for maximum progress. Clear, detailed examples from Lincoln’s life are provided.</td>
<td>Response demonstrates a clear reflection on Lincoln’s leadership traits for example: focusing on vision and mission, collaboration with all stakeholders, empathy, purposeful visibility, use of straight-forward, precise language, and systematic monitoring and adjusting for maximum progress. Clear examples from Lincoln’s life are provided.</td>
<td>Response demonstrates some reflection on Lincoln’s leadership traits for example: focusing on vision and mission, collaboration with all stakeholders, empathy, purposeful visibility, use of straight-forward, precise language, and systematic monitoring and adjusting for maximum progress. Appropriate examples from Lincoln’s life are provided.</td>
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<tr>
<td>Provide examples of how in your practice, you engender trust, loyalty and respect with students and colleagues through humility, humor, and personal example of good behavior.</td>
<td>Response includes comprehensive examples of practice building trust and loyalty through collaboration with stakeholders, respectful conduct with students and colleagues that facilitates a positive culture, and enables the development of a highly effective learning community of diverse stakeholders.</td>
<td>Response includes excellent examples of practice building trust and loyalty through collaboration with stakeholders, respectful conduct with students and colleagues that facilitates a positive culture, and enables the development of a highly effective learning community of diverse stakeholders.</td>
<td>Response includes excellent examples of practice building trust and loyalty through collaboration with stakeholders, respectful conduct with students and colleagues that facilitates a positive culture, and enables the development of a highly effective learning community of diverse stakeholders.</td>
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<td>Provides personal examples of how, in practice, candidate incorporates Lincoln’s traits to improve instructional leadership that provide a rigorous curriculum to enhance student achievement.</td>
<td>Comprehensive, in-depth personal examples of the use of Lincoln’s traits are provided that impact the development of instructional leadership and a positive culture for both teacher and student growth.</td>
<td>Excellent personal examples of the use of Lincoln’s traits are provided that impact the development of instructional leadership and a positive culture for both teacher and student growth.</td>
<td>Some personal examples of the use of Lincoln’s traits are provided that impact the development of instructional leadership and a positive culture for both teacher and student growth.</td>
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<tr>
<td>Candidate summarizes the importance of Lincoln’s leadership traits that enhances success of the educational organization.</td>
<td>Comprehensive, in-depth summary illustrates ethical and effective professional practices that continually improve the educational organization.</td>
<td>Excellent summary that illustrates ethical and effective professional practices that continually improve the educational organization.</td>
<td>Clear summary that illustrates ethical and effective professional practices that continually improve the educational organization.</td>
</tr>
<tr>
<td>Provides a statement of personal leadership skills to enhance Instructional Leadership for continuous improvement.</td>
<td>In-depth detailed statement of personal leadership skills that enhances instructional leadership.</td>
<td>Excellent detailed statement of personal leadership skills that enhances instructional leadership.</td>
<td>Clear detailed statement of personal leadership skills that enhances instructional leadership.</td>
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Candidate will attend at least two IEP TEAM meetings and write an analysis to include a description of how the IEP was written and what Procedural Safeguards were adhered to.

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<td>Identifies purpose of IEP TEAM meetings.</td>
<td>Provides a clear, detailed analysis of the IEP teams with emphasis on collaboration of stakeholders.</td>
<td>Provides a clear analysis of the IEP teams with emphasis on collaboration of stakeholders.</td>
<td>Provides an analysis of the IEP teams with emphasis on collaboration of stakeholders.</td>
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<td>Identifies student data required for IEP TEAM meeting and role of participants in designing interventions.</td>
<td>Provides a clear, detailed discussion of data analysis and the development of individual interventions/ modifications.</td>
<td>Provides a clear discussion of data analysis and the development of individual interventions/ modifications.</td>
<td>Provides an analysis of data analysis and the development of individual interventions/ modifications.</td>
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<td>TILS A</td>
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<td>ELCC 1</td>
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<td>ISTE A 2</td>
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<td>CAEP 1</td>
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<tr>
<td>Defines consensus building decision- making.</td>
<td>Provides a clear, detailed discussion of consensus decision-making in providing a healthy culture for teaching and learning.</td>
<td>Provides a clear discussion of consensus decision-making in providing a healthy culture for teaching and learning.</td>
<td>Provides a discussion of consensus decision-making in providing a healthy culture for teaching and learning.</td>
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<td>TILS A, B</td>
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<td>ELCC 2, 4</td>
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<tr>
<td>Identifies IEP Procedural Safeguards.</td>
<td>Provides a clear, in-depth analysis of IEP Procedural Safeguards that result in the development and implementation of appropriate student interventions as required by federal law.</td>
<td>Provides a clear analysis of IEP Procedural Safeguards that result in the development and implementation of appropriate student interventions as required by federal law.</td>
<td>Provides an analysis of IEP Procedural Safeguards that result in the development and implementation of appropriate student interventions as required by federal law.</td>
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<td>TILS A, D</td>
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<td>ELCC 5, 6</td>
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<td>CAEP 1</td>
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<tr>
<td>Identifies suggestions for enhancing the culture of an IEP TEAM meeting.</td>
<td>Provides a clear, in-depth analysis of suggestions for enhancing the culture of an IEP TEAM meeting.</td>
<td>Provides a clear, in-depth analysis of suggestions for enhancing the culture of an IEP TEAM meeting.</td>
<td>Provides a clear, in-depth analysis of suggestions for enhancing the culture of an IEP TEAM meeting.</td>
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<td>Portfolio Component (Expectation)</td>
<td>Complete - 3</td>
<td>Ongoing Progress - 2</td>
<td>No Progress - 1</td>
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<tr>
<td>I. Contact Information</td>
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<td>Fall 100%</td>
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<td>II. Autobiographical Information</td>
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<td>CV</td>
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<td>Fall 100%</td>
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<td>III. Professional Credentials</td>
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<td>Fall 100%</td>
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<td>IV. Philosophy</td>
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<td>V. Course Content Assignments</td>
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<td>Fall 40%</td>
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<td>Spring 100%</td>
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<td>VI. Technology</td>
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<td>VII. Research</td>
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<td>Spring 100%</td>
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**For Instructional Leadership Only:**

| VIII. Field Experience Activities | Fall 30% |                      |                   |
| Fall 100%                         |          |                      |                   |

**Comments:**
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.
INTERNATIONAL SOCIETY FOR TECHNOLOGY EDUCATION (ISTE A)
STANDARDS FOR ADMINISTRATORS

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