HYB: CI 501
Curriculum, Instruction and Assessment
Summer 2018

VALUES • EDUCATION • SERVICE

Course Delivery Method: Hybrid
Course Section: A0, M2, K0, P0
Meeting Time and Place: Harrogate, Cedar Bluff, Chattanooga, Kingsport
Course Credit Hours: 3 Credit Hours

FACULTY CONTACT INFORMATION:

Dr. Linda Treadwell, M2  
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(865) 719-8723

Dr. Susan Wagner, K0  
susan.wagner@lmunet.edu

Dr. David Berry, P0  
david.berry732@lmunet.edu  
(276) 439-9166

Dr. Chessica Cave, A0  
chessica.cave@lmunet.edu  
(423) 869-6478

COURSE and PROGRAM SPECIFIC INFORMATION

I. COURSE DESCRIPTION: The course focuses on systematic processes of curriculum development, instruction strategies, assessment, and evaluation. Students will examine research-based best practices for implementing a rigorous and relevant curriculum to include literacy and numeracy principles.

II. COURSE OBJECTIVES:

CI Candidate Outcome 3: Assessment, Planning for Instruction, and Instructional Strategies

The candidate designs and uses multiple methods and appropriate types of assessment to identify student learning needs and collaborates with other professionals to design instruction that supports all students in meeting rigorous learning goals.

TILS B  CAEP 1, 4  InTASC 6, 7, 8
III. **TEXTS/MATERIALS FOR THE COURSE:**

**Required Textbooks:**


**Suggested Readings:**


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

**Learning Outcomes:** This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: **Values**, **Education**, and **Service**. Using **values** congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course, candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of **education** practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in **service** to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, *Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.*

**Requirements** (see Course Outline and Requirements section)
1. Reading and discussion of required materials. See related discussion guides
2. In-class writings
3. Any other readings or in-class activities that the instructor may assign
4. Group Projects: Groups will research assigned topics for presentation to the class.
5. Key Assignments: Each course includes two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted to VIA and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor may require other coursework.

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.

Attendance Policy: Cooperative and group learning are essential components of the MEd program. When class absences occur, students can make up for knowledge and skills by completing required assignments, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students’ learning. Therefore, even with successful completion of make-up assignments, excessive class absences will cause a reduction in the final course grade. The first absence in a semester will not result in a reduction of final grade. The second absence will result in a reduction of one letter grade. Three absences will result in a final grade of C or lower. More than three absences will result in a grade of F for the course(s) taken that semester. Faculty will determine when circumstances legitimately cause a student to be tardy or need to leave a class early; however, a pattern of excessive tardiness or leaving early may affect grade. Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic information and restrictions.

If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-up date may be scheduled.

V. METHODS OF INSTRUCTION: Instructional methods will include lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, written assignments, and a compendium of research-based instructional strategies.

V. 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

VIA: Each student will be required to establish or continue an account with the viaLiveText.com program. VIA 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.

Library Resources (Revised 2/2/2012)
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher
Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: 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; ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text; ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; Mental Measurements Yearbook which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement and intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VI. 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 – 1,620 minutes – Attendance and participation in all class sessions, attentive to lectures, participate in class discussions, class presentations, etc. |
| Professional Learning Communities – 300 minutes. Structured collaboration with peers |
| Use of Technology within Research, Clinical/Key Assignments, and Class Assignments – 360 minutes. |

Total Carnegie Units: 2,280 minutes/38 hours

CI 501 KA #1 Formative Assessment Strategy Chart
CI 501 KA #2 High Impact Instruction Strategy Brief

CI 501 KA #1 – Formative Assessment Strategy Chart
As you read the chapters in Checking for Understanding:
1. Apply the concepts of formative assessment by completing the strategy grid provided on VIA.
2. Add a description of each strategy in your own words and ways in which you can use this strategy to check for understanding in your classroom.
3. If you find a strategy is really not appropriate for your grade level or content area, explain why and provide an alternative assessment practice.

Assessment: Formative Assessment Strategy Chart Rubric

CI 501 KA #2 – High Impact Strategy
“A critical task for educational leaders is to identify those practices that have the greatest impact with the smallest effort” (Knight, 2013).
Video: Dr. Jim Knight; https://www.youtube.com/watch?v=gRTjAIoARo

Choose one of the ‘high-impact” strategies described in High Impact Instruction such as:

- □ Questioning
- □ Stories
1. Write a brief description of the strategy.
2. Supplement the information in the text with at least three additional articles or research documents supporting the strategy.
3. Create a plan to implement this strategy in your teaching situation.

Assessment: High Impact Strategy Rubric

LMU INFORMATION FOR ALL COURSES and PROGRAMS

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 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 and catalogs: This includes the use of electronic devices, i.e., ipads/notebooks, smart phones, smart watches. LMU’s website: http://www.lmunet.edu/student-life/handbooks.

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. The complete policy is published in catalogs and handbooks and may be found at: https://www.lmunet.edu/academics/policies.

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.

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. 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.

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)

**CURRICULUM AND INSTRUCTION MISSION STATEMENT:**
[HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF](HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF) (PAGE 32)

**IX. Student Community Engagement:** A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, undergraduate 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.

**X. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.

**XI. 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.
XII. 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 or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMUnet.edu.

XIII. Equal Opportunity, Affirmative Action, and Nondiscrimination Policy
Lincoln Memorial University is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in University publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs; the Vice President for Enrollment, Athletics, and Public Relations; the Vice President for Academic and Student Support Service; the Office of Human Resources; and the Institutional Compliance Office.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

XIV. 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.
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<thead>
<tr>
<th>Element</th>
<th>Capstone (3)</th>
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<tr>
<td><strong>Oral Language Strategies</strong></td>
<td>Deep and insightful description of the strategy including origins of the strategy, purposes of the strategy and tips for implementation. “How I Can Use It” includes grade level or content appropriate specific uses including specific activities, products or projects to engage learners in their own growth and self-monitoring. Effective organization with well developed ideas, presented grammatically correct with no spelling errors.</td>
<td>Detailed description of the strategy including purpose of the strategy. “How I Can Use It” includes specific uses for the assessment strategy related to candidate’s classroom to engage learners in their own growth and self-monitoring. Good organization with well developed ideas, presented with few grammatical and spelling errors.</td>
<td>Basic description of the strategy. Classroom uses that are generic. Grammatical and spelling errors.</td>
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<td><strong>Questioning Strategies</strong></td>
<td>Deep and insightful description of the strategy including origins of the strategy, purposes of the strategy and tips for implementation. “How I Can Use It” includes grade level or content appropriate specific uses including specific activities, products or projects to leverage educators strengths to engage all students in meaningful, relevant learning opportunities. Effective organization with well developed ideas, presented grammatically correct with no spelling errors.</td>
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<td><strong>Writing Strategies</strong></td>
<td>Deep and insightful description of the strategy including origins of the strategy, purposes of the strategy and tips for implementation. “How I Can Use It” includes grade level or content appropriate specific uses including specific activities, products or projects that enhance meaning for learners to ensure mastery of the content. Effective organization with well developed ideas, presented grammatically correct with no spelling errors.</td>
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<td><strong>Using Projects and Performances</strong></td>
<td>Deep and insightful description of the strategy including origins of the strategy, purposes of the strategy and tips for implementation. “How I Can Use It” includes grade level or content appropriate specific uses including specific activities, products or projects that the teacher can use as a method of assessment to engage students in their own growth. Good</td>
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<td><strong>Tests</strong></td>
<td>Deep and insightful description of the strategy including origins of the strategy, purposes of the strategy and tips for implementation. “How I Can Use It” includes grade level or content appropriate specific uses including specific activities, products or projects to inform learners of their own growth and to guide teacher’s and learner’s decision making. Effective organization with well developed ideas, presented grammatically correct with no spelling errors.</td>
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<td><strong>Common Assessments and Consensus Scoring</strong></td>
<td>Deep and insightful description of the strategy including origins of the strategy, purposes of the strategy and tips for implementation. “How I Can Use It” includes grade level or content appropriate specific uses including specific activities, products or projects to guide the teacher’s and learner’s decision making. Effective organization with well developed ideas, presented grammatically correct with no spelling errors.</td>
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<td><strong>Description of Strategies</strong></td>
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<td><strong>Supplemental Research</strong></td>
<td>Candidate identifies multiple articles or research documents to support the strategy in enhancing student achievement and overall instructional rigor for students of all abilities. Effective organization with well developed ideas, presented grammatically correct with no spelling errors.</td>
<td>Candidate identifies several articles or research documents to support the strategy in enhancing student achievement and overall instructional rigor for students of all abilities. Good organization with well developed ideas, presented with few grammatical and spelling errors</td>
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<td><strong>Implementation Plan</strong></td>
<td>Deep and insightful description of the implementation of the strategy is provided with emphasis upon leveraging educator strengths to engage all students in meaningful, relevant learning opportunities resulting in a rigorous curriculum. Effective organization with well developed ideas, presented grammatically correct with no spelling errors.</td>
<td>Clear description of the implementation of the strategy is provided with emphasis upon leveraging educator strengths to engage all students in meaningful, relevant learning opportunities. Good organization with well developed ideas, presented with few grammatical and spelling errors</td>
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<td><strong>Strategy Impact</strong></td>
<td>A detailed description is provided focusing on the impact of the strategy upon students’ cognitive and affective domain development, supporting all students in rigorous learning goals. Effective organization with well developed ideas, presented grammatically correct with no spelling errors.</td>
<td>A clear description is provided focusing on the impact of the strategy upon students’ cognitive and affective domain development, supporting all students. Good organization with well developed ideas, presented with few grammatical and spelling errors</td>
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<td><strong>Integration within Instructional Program</strong></td>
<td>A comprehensive, detailed explanation is provided on how the new strategy will be incorporated within existing instructional patterns and how (if needed) students are to be prepared to apply the knowledge in a deep and meaningful manner for the new strategy. Effective organization with well developed ideas, presented grammatically correct with no spelling errors.</td>
<td>A clear explanation is provided on how the new strategy will be incorporated within existing instructional patterns and how (if needed) students are to be prepared to apply the knowledge in a deep and meaningful manner for the new strategy. Good organization with well developed ideas, presented with few grammatical and spelling errors</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
Chapter 1: Why Check for Understanding?
1. What are common ways that teachers check for understanding? Identify some that are effective and some that are not effective. What differentiates the approach as effective or not?
2. Discuss the differences between formative and summative assessments. When is each appropriate for use in the classroom?
3. Compare and contrast mistakes and errors. What actions should teachers take for each?
4. Describe a formative assessment system. What components are necessary for teachers to take action based on student performance?
5. Discuss the relationship between checking for understanding and Understanding by Design. How do these two ideas compliment each other?
6. Discuss the relationship between checking for understanding and differentiating instruction. How do these two ideas compliment each other?

Chapter 2. Using Oral Language to Check for Understanding
1. What is meant by "oral language"?
2. Why would an understanding of oral language development help teachers check for understanding?
3. Discuss the misuses of oral language in the classroom.
4. As you read the chapter, update the strategy grid (below) by adding a description of the strategy in your own words and ways in which you can use this strategy to check for understanding. Share your ideas with others who use the same strategies.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>How I can use it …</th>
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</thead>
<tbody>
<tr>
<td>Accountable Talk</td>
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<td>Noticing Non-Verbal Clues</td>
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<td>Value Line-ups</td>
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<td>Retellings</td>
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<td>Think-Pair-Share</td>
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<td>Whip Around</td>
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<tr>
<td>Think-Pair-Square</td>
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<td>Novel Ideas Only</td>
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5. Observe your colleagues in the next faculty meeting. What non-verbal clues do they use to signal interest, questions, or confusion?
6. Ask one of your colleagues to retell this chapter to you and practice using the retelling rubric to assess their retelling skills.

7. What are common student misconceptions in the subjects you teach? Where do these misconceptions come from and how should we address them? It is especially helpful to discuss these questions with people who teach courses similar to yours.

Chapter 3: Using Questioning to Check for Understanding

1. Why has questioning been used to assess comprehension for so long?

2. What types of questions help students think and provide teachers an opportunity to check for understanding?

3. Discuss the misuses of questioning in the classroom.

4. As you read the chapter, update the strategy grid (below) by adding a description of the strategy in your own words and ways in which you can use this strategy to check for understanding. Share your ideas with others who use the same strategies.

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<tr>
<th>Strategy</th>
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<th>How I can use it …</th>
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<tbody>
<tr>
<td>Constructing Effective Questions</td>
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<td>Providing Nonverbal Support</td>
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<td>Text-dependent Questions</td>
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<td>Audience Response Systems</td>
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<td>ReQuest</td>
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<td>Socratic Seminar</td>
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<td>Bloom’s Taxonomy</td>
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<td>Webb’s Depth of Knowledge</td>
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5. Use the "seven components of listening" to assess the habits of your colleagues or your students as they talk with one another. What instruction might your students need to improve their listening? What might you do to improve yours?

6. Consider the interaction between Ms. Jacobsen and her students. What is unique about this interaction? How does she engage her students through questioning? What questions would you like to ask her?

Chapter 4: Using Writing to Check for Understanding

1. Recap your thinking thus far about the ways in which teachers can check for understanding. What happens as you write? Did you discover ideas that you didn't know you had? Did you clarify your thinking? Did you identify new questions?
2. Discuss why writing can be used as an assessment tool across the curriculum and not just in English and language arts classes.

3. As you read the chapter, update the strategy grid (below) by adding a description of the strategy in your own words and ways in which you can use this strategy to check for understanding. Share your ideas with others who use the same strategy.

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<tr>
<th>Strategy</th>
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<tbody>
<tr>
<td>Interactive Writing</td>
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<td>Read, Write, Pair, Share</td>
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<td>Summary Writing</td>
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<tr>
<td>RAFT</td>
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<tr>
<td>Writing-to-learn prompts</td>
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4. Collect some student writing samples and meet with a colleague to determine whether or not the students understand the content. How does their writing inform you about their thinking?

5. Discuss the difference between think-pair-share and read-write-pair-share. When would you use each? When is one more appropriate for checking for understanding?

6. Summarize, in one page or less, your thoughts about checking for understanding. What skills did you use to accomplish this task? Were you successful? If so, why? If not, why not? Consider the instructional implications of summary writing based on your experiences.

7. Write a series of RAFT prompts for your content area. Share them with colleagues and collect a variety of prompts you can use in your classroom.

Chapter 5: Using Projects and Performances to Check for Understanding

1. What are the differences between projects and performances? When could each be used in checking for understanding?

2. What projects or performances have you been involved with that were especially powerful for your own learning?

3. Discuss the misuses of projects and performances in the classroom.

4. As you read the chapter, update the strategy grid (below) by adding a description of the strategy in your own words and ways in which you can use this strategy to check for understanding. Share your ideas with others who use the same strategy.

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<tr>
<th>Strategy</th>
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<tbody>
<tr>
<td>Readers’ Theatre</td>
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<td>Multimedia Presentations</td>
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<td>Electronic and Paper Portfolios</td>
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</table>
5. Discuss the four design principles for projects and performances. What are examples of each that have been used in situations where you were the learner? Have you been involved with projects or performances in which these design principles were not all in place? What happened?

6. The students at Hoover High School produced videos as part of their learning project. How do you think that media and the Internet facilitate learning? What are the risks of using these types of tools?

7. Talk with your colleagues about a public performance that you could create, linked to specific content standards, that would allow students an opportunity to demonstrate their learning with a larger audience.

Chapter 6: Using Tests to Check for Understanding

1. Discuss a time that you had a formal test. How did you feel? What did you do to prepare for the exam? What types of knowledge were tapped on the test and what types of knowledge were not?

2. Discuss the history of testing in schooling. Describe the uses of tests for accountability versus instruction.

3. Discuss the misuses of tests in the classroom.

4. As you read the chapter, update the strategy grid (below) by adding a description of the strategy in your own words and ways in which you can use this strategy to check for understanding. Share your ideas with others who use the same strategy.

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<tr>
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<tbody>
<tr>
<td>Multiple Choice</td>
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<td>Short Answer</td>
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<td>Dichotomous Choices</td>
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<td>Essays</td>
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5. Select a content standard and develop at least two different types of test items (e.g., multiple choice, short answer, dichotomous choices, and essays). Discuss how the different items demonstrate student understanding and what each fails to show.

6. Search online or in a bookstore or library for sample test items. Analyze these items for their strengths and weaknesses. Use the checklist in figure 6.2 to determine if the item meets minimum standards.

Chapter 7: Using Common Assessments and Consensus Scoring to Check for Understanding

1. Discuss the importance of using data to improve student achievement. Note how useful assessments are in planning instruction.
2. Review the protocol for using common assessments. Inventory your school. Which of these components are in place, or could be easily put in place? Which will require professional development and administrative support?

3. As you read the chapter, update the strategy grid (below) by adding a description of the strategy in your own words and ways in which you can use this strategy to check for understanding. Share your ideas with others who use the same strategy.

<table>
<thead>
<tr>
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<tr>
<td>Pacing Guides</td>
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<td>Instructional Materials and Arrangements</td>
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<td>Common Assessments</td>
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<td>Consensus Scoring and Item Analysis</td>
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<td>Revising Pacing Guides, Assessments, Re-teaching and Forming Intervention Groups</td>
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