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 via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor may require other coursework.

Clinical Experience: Clinical practice for this course is found in the companion course CI 510 School Supervision and Content Literacy Action Research Project.

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.

Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic 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, and written assignments

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology: Incoming students must be computer literate, 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.

Turn-it-in: Turn-It-In, the computer program designed for checking literature duplication, is available for use. Submitting course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

Live Text: Each student will be required to establish or continue an account with the Live Text program. Live Text 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.

VII. UNIVERSITY POLICIES:

   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, ADA Coordinator to discuss your specific needs.
   
   If your disability requires an accommodation, you must register with the Office of Disability Services. The Office of Disability 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 ADA
Coordinator. To register with the Office of Disability Services, please contact the ADA Coordinator, 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.

MANDATORY REPORTING FOR TITLE IX SEX DISCRIMINATION AND HARASSMENT: LMU is committed to providing a campus environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based bullying and stalking, etc.). As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the University community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination of which I become aware. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or state or federal law, I am required to share the information with my supervisor and/or the University’s Title IX Coordinator. If you would rather share information about sexual harassment, sexual violence, or sex discrimination with an employee confidentially who does not have this reporting responsibility, you may share the information with campus counselors at the Office of Counseling Services.

If you have experienced any form of gender or sex-based discrimination or harassment and would like to file a complaint, please contact the Title IX Coordinator, Troy Poore, at troy.poore@lmunet.edu or 423-869-6376. Know that help and support are available. LMU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

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).

All Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology students must take the General Education Proficiency Profile examination.

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 CAMPUS CLOSURE: 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.
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.

CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT: 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 (PAGE 32)

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

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, apply the concepts of formative assessment by completing the strategy grid provided on Live Text. 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. 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).

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

- Questioning
- Stories
- Cooperative Learning
- Authentic Learning
- Learner-Friendly Culture
- Power Guiding questions
- Formative Assessment
- Learning Maps
- Thinking Prompts
- Effective With, Not Power Over
- Freedom Within Form
- Expectations
- Witness to the Good
- Fluent Corrections

Write a brief description of the strategy, supplement the information in the text with at least three additional articles or research documents supporting the strategy, and create a plan to implement this strategy in your teaching situation.

Assessment: High Impact Strategy Rubric

X. PLAGIARISM

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.
Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

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

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

Student’s Signature________________    Date _____________

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

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

XII. **THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**
<table>
<thead>
<tr>
<th>Element</th>
<th>Capstone (3)</th>
<th>Milestone (2)</th>
<th>Milestone (1)</th>
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<tbody>
<tr>
<td>Oral Language Strategies</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.</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.</td>
<td>Basic description of the strategy. Classroom uses that are generic.</td>
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<tr>
<td>Questioning Strategies</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.</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 leverage educators strengths to engage students in meaningful, relevant learning opportunities</td>
<td>Basic description of the strategy. Classroom uses that are generic.</td>
</tr>
<tr>
<td>Writing Strategies</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.</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 that enhance meaning for learners to ensure mastery of the content.</td>
<td>Basic description of the strategy. Classroom uses that are generic.</td>
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<tr>
<td>Using Projects and Performances</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.</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 that the teacher can use as a method of assessment to engage students in their own growth.</td>
<td>Basic description of the strategy. Classroom uses that are generic.</td>
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<td><strong>Tests</strong>&lt;br&gt;<code>TILS B CAEP 1 InTASC 6, 8</code></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.</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 inform learners of their own growth and to guide teacher’s and learner’s decision making.</td>
<td>Basic description of the strategy. Classroom uses that are generic.</td>
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<tr>
<td><strong>Common Assessments and Consensus Scoring</strong>&lt;br&gt;<code>TILS B CAEP 1 InTASC 6</code></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.</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 guide the teacher and learner’s decision-making.</td>
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<td><strong>Description of Strategies</strong></td>
<td>Deep and insightful description of the strategy including origins and purpose of the strategy.</td>
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<td>Basic description of the strategy. Classroom uses that are generic.</td>
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<tr>
<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.</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.</td>
<td>Candidate identifies limited articles or research documents to support the strategy in enhancing student achievement and overall instructional rigor for students of all abilities.</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.</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.</td>
<td>A description of the implementation of the strategy is provided.</td>
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<td>CAEP 4</td>
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<td>InTASC-6</td>
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<tr>
<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.</td>
<td>A clear description is provided focusing on the impact of the strategy upon students’ cognitive and affective domain development, supporting all students.</td>
<td>A limited description is provided focusing on the impact of the strategy upon students’ cognitive and affective domain development, supporting all students.</td>
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<td>InTASC-7</td>
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<tr>
<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.</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.</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.
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.