EDUC 501
Foundations of American Education
Summer 2016

VALUES • EDUCATION • SERVICE

Course Section: Chattanooga (M2), Cedar Bluff (K0), Harrogate (A0), Kingsport (P0)
Meeting Time and Place: Saturday (see course schedules)
Course Credit Hours: 3 Credit Hours

FACULTY CONTACT INFORMATION:

DR. STEPHEN WRIGHT (KO) RM 184
E-mail: Stephen.wright@lmunet.edu
Phone: (865) 603-3280 (cell)
wrightsw1@gmail.com

DR. STEVE DAVIDSON (M2)
Email: steve.davidson@lmunet.edu
Phone: (423)608-1532 (cell)

DR. JIM MYERS (A0) BE 116
Email: james.myers@lmunet.edu
Phone: (276)870-5137 (cell)

TBA (P0)

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

INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period and after class for advisement sessions with students.

I. COURSE DESCRIPTION: This course investigates the historical, philosophical, psychological, and sociological foundations influencing American education policies and practices. Controversial educational issues are explored and personal philosophies of education are formulated. Core requirement for M.Ed. candidates.

II. COURSE OBJECTIVES: Candidates in this course will be able to apply ELCC 1, 5 and 6, ISTE-A 2, and TILS Standards B, C, and D to professional practice to provide ethical and effective instructional leadership.

Candidates will use classroom and clinical experiences to demonstrate the following knowledge and practices that provide a culture for teaching and learning:

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

TILS C – 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.

Indicator:
• Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth (TILS C-1).

TILS D - An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicator:
• Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.

ISTE-A2 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.
• Model and promote the frequent and effective use of technology for learning.

III. TEXTS/MATERIALS FOR THE COURSE:

Required Textbooks:


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, and Learning Outcome 2. 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. Clinical practice activities as assigned.
5. Group Projects: Groups will research assigned topics for presentation to the class.
   ✓ Presentations on topics related to instructional strategies for diverse learners and creating culturally responsive classrooms.
   ✓ Students will work in groups to prepare and deliver presentation. Participation, collaboration and quality work is expected from each group member.
   ✓ Course professor will specify time limit for presentations. Be sure to account for set-up time when using technology.
   ✓ Handouts (paper or electronic) to cover aspects of the topics that cannot be presented in-depth must be supplied by each group to each student in the class.

6. 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. In addition to the two 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 strategies are the essence of the M.Ed. program. When class absences occur, students can make up for knowledge and skills missed from the instructor, 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, attendance at all class meetings is crucial to success.

Candidates are allowed one absence per course without grade reduction. Other absences are addressed as follows: 2 absences – minus, 3 absences reduction of letter grade. More than three absences may result in the candidate being required to retake the course.

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 an account with the Live Text program by the second class session. 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 will be distributed on a separate handout at your first class session. Live Text may be purchased online at [http://college.livetext.com](http://college.livetext.com) or through the LMU Bookstore. Live Text Help is available on the Graduate Office web page – see the web page address on the previous page.

**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:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the ADA Coordinator, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: Grant Lee 104 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 counseling offices are located in Grant Lee 102. 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:
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).

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.

FOR ALABAMA STUDENTS:
Alabama Commission on Higher Education Disclaimer Statement
State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

VIII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU’s website: http://www.lmunet.edu/about/mission.shtml.

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CARTER & MOYERS SCHOOL OF EDUCATION MISSION STATEMENT:
HTTP://WWW.LMUNET.EDU/EDUCATION/ABOUT/UNIT%20CONCEPTUAL%20FRAMEWORK%202011.PDF (PAGE 6)

CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT:
HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF (PAGE 11)

INSTRUCTIONAL LEADERSHIP MISSION STATEMENT:
HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF (PAGE 31)

MED CG (SCHOOL AND MENTAL HEALTH COUNSELING) MISSION STATEMENT:
HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF (PAGE 29)

CURRICULUM AND INSTRUCTION MISSION STATEMENT:
HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF (PAGE 32)
IX. COURSE OUTLINE/ASSIGNMENT:

CANDIDATE OUTCOME 2: CULTURE FOR TEACHING AND LEARNING
Candidates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning and collaboration, trust, and personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning with in the school environment.

- TILS Standard B Culture for Teaching and Learning
- ELCC 2 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by developing a positive school culture providing an effective instructional program.
- ISTE A 2 Educational Administrators create, promote, and sustain a dynamic, digital age learning culture that provides a rigorous and engaging education for all students.

Candidate Outcome 3: Professional Learning and Growth

KA #1: Presentation on Major Philosopher
Candidates will research key educational philosophers who have played a significant role in molding American education. Each candidate will make class presentation(s) on selected educational philosophers from the text supplementing and enriching the information given in the text from at least five additional sources. A summary of the presentation and all supporting documents will be submitted to LiveText.

Assessment – Oral Communication Value Rubric (AAU&C)

KA #2: Candidate Personal Educational Philosophy Statement
Candidates will develop a personal philosophy of education based on the philosophies presented during class but also reflecting candidate’s actual teaching, leadership or counseling practices and beliefs. See outline at the end of the syllabus for more guidance in developing the personal philosophy of education.

The following topics should be addressed in the candidate’s philosophy.

- Beliefs about the purpose of education
- Beliefs about the role of the teacher, the role of the student and the role of the community in education
- Beliefs about differentiation for special needs students
- Beliefs about effective instruction that will meet the needs of a wide diversity of children
- Beliefs about how children learn including instructional strategies, curriculum design, integration of instructional technology and assessment
- Beliefs about classroom management and effective learning environments

Assessment: Educational Philosophy Rubric and Ethical Reasoning Value Rubric (AAC&U)

Clinical Practice: Interview with a veteran teacher
Candidates will interview a retired teacher or a teacher with 20 or more years of experience about changes in education. The interview should include but not be limited to these questions: What is your personal philosophy of education and how as it impacted your practice? What major changes in educational philosophies and instructional methods have occurred during your career? How have you successfully
coped with the changes? What advice do you have to offer a new or currently practicing teacher? Write a brief reflection on your interview with a veteran teacher. Summarize any new information you learned. Reflect on the changes that have occurred in education. Discuss the advice given by this veteran teacher and analyze ways that you can incorporate that advice to improve your current practice and dispositions.

Assessment: Interview with Veteran Teacher Rubric

COURSE SCHEDULE:

SUGGESTED COURSE OUTLINE

Week 1  A. Introduction to course syllabus and related handouts
May 16 B. Overview of text
C. Assign philosopher(s) for class presentation
D. In-class writing:
   1. What education and teaching means to me...include your educational experiences which you believe to be the best and worst. Discuss these experiences in terms of how they have impacted your teaching/counseling/leadership style. This assignment is your “first shot” at developing the personal philosophy statement that will be the first question on your comprehensive exam for your masters program. The material covered in this class will help you develop your final statement for comps.
E. Assignment:
   1. Sign up for Livetext account. Directions are on the graduate studies website. At a later date registration for Turnitin may also be required.
   2. Complete the philosophy assessment (hand out given in class) and bring it to the next class session.
   3. Begin research for the assigned philosopher presentation.
   4. Before next class read The Thread That Runs So True
   5. Write two brief definitions: one defining Idealism and one for Realism
G. Establish Groups

Week 2  A. View video: Conrack
May 30 B. Group Activity:
   Comparison Study of The Thread and Conrack
   What issues do Stewart and Conrack face as educators?
   Discuss their teaching methodology.
   Define each culture.
   How do Stewart and Conrack represent “reality” and “idealism”?

Week 3  A. Abstract: Realism
June 6 B. Student presentations, discussions, and in-class writings of:
   1. Confucius; Chapter 2
   2. Plato; Chapter 3
   3. Aristotle; Chapter 4
   4. Thomas Aquinas; Chapter 6
   5. John Calvin; Chapter 8:
   6. Johann Amos Comenius; Chapter 9
Week 4  A. Abstract: Idealism and Neo-Thomism or Perennialism
June 20  B. Student presentations, discussions and in-class writings of:

1. Johann Heinrich Pestalozzi; Chapter 11
2. Thomas Jefferson; Chapter 12
3. Horace Mann; Chapter 14
4. Robert Owen; Chapter 15
5. Friedrich Froebel; Chapter 16
6. John Stuart Mill; Chapter 17

Week 5  A. Abstract: Pragmatism
July 18  B. Student presentations, discussions and in-class writings of:

2. Herbert Spencer; Chapter 18
3. Jane Addams, Chapter 19
4. John Dewey Chapter 20
5. William Bagley: Chapter 21
6. Maria Montessori; Chapter 22

Week 6  A. Abstract: Existentialism
July 25  B. Student presentations, discussions and in-class writings of:

1. Mohandas Gandhi; Chapter 23
2. W.E.B Du Bois; Chapter 24
3. Booker T. Washington;
4. Paulo Freire; Chapter 25
C. Final Activity –personal philosophy statement.

IX. Outline for the Philosophy of Education

The development of an educational philosophy is an essential part of EDUC 501 and of the Master of Education program at LMU. This philosophy will serve as a cornerstone for work throughout the program.
An educational philosophy is a description of a candidate’s beliefs and goals as a teacher, instructional leader or counselor. It is important that candidate’s be aware of their educational philosophy. Awareness of the philosophy will help candidate’s make decisions, plan lessons, structure the learning environment and relate to students, parents and colleagues.

An educational philosophy is always a “work in progress.” As you mature in the profession and gain additional experiences and knowledge the philosophy will grow and develop. It is appropriate for a candidate to revise and expand the philosophy as they progress through the program and throughout their career.

For this course candidates will develop a personal philosophy of education based on the philosophies presented during class but also reflecting candidate’s actual teaching, leadership or counseling practices and beliefs. The major philosophical tenets covered in this course are:

A. Idealism  
B. Realism  
C. Neo-Thomism or Perennialism  
D. Pragmatism  
E. Existentialism  
F. Christian Theism - optional

Philosophy statements will be supported by sources and will address but not be limited to the topics below. Candidates’ Philosophies will be submitted to LiveText as a part of the course requirements.

The following topics should be addressed in the candidate’s philosophy.

- Beliefs about the purpose of education
- Beliefs about the role of the teacher, the role of the student and the role of the community in education
- Beliefs about differentiation for special needs students
- Beliefs about effective instruction that will meet the needs of a wide diversity of children
- Beliefs about how children learn including instructional strategies, curriculum design, integration of instructional technology and assessment
- Beliefs about classroom management and effective learning environments

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

**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
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. 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.**

**POSSIBLE QUESTIONS FOR TEACHER INTERVIEW**

1. Why did you become a teacher?
2. In general terms, what did you like and dislike most about the teaching profession?
3. Did teachers have enough to say about a school’s curriculum and other educational decisions?
4. Were teachers actively involved in the community? To what extent and in what activities?
5. Were there higher moral standards for teachers than other community members?
6. Do you think teachers should be politically active? Explain.
7. What were the teacher-preparation requirements when you began teaching?
8. What was your beginning salary?
9. What was the most humorous incident in your teaching career?
10. Who was your most memorable student?
11. If you had to do it over, would you have gone into the teaching profession?
12. Did you have good support from the parents and community?
13. Where and how many years did you teach?
### T-Chart Reflection Rubric

**Name:** ________________________________

**Topic:** (chapter #) ________________________________

<table>
<thead>
<tr>
<th>Summary: What I Read/Heard</th>
<th>Reflection: What I Thought</th>
</tr>
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<tbody>
<tr>
<td>1. Present key points in “bullet” format.</td>
<td>1. Reflect on any aspect of the chapter as it relates to you or your school or</td>
</tr>
<tr>
<td>2. Write bullets in complete sentences.</td>
<td>2. How is the information relevant in this particular course</td>
</tr>
</tbody>
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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.
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 promotes 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 goals
   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
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
## EDUC 501 KA 1 Oral Communication Rubric

<table>
<thead>
<tr>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
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<td>TILS B</td>
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<td>TILS C</td>
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<tr>
<td></td>
<td>(specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</td>
<td>(specific Introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
<td>(specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
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<td></td>
<td>(specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
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<td></td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
</tr>
<tr>
<td><strong>Central Message</strong></td>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</td>
<td>Central message is clear and consistent with the supporting material.</td>
<td>Central message is basically understandable but is not often repeated and is not memorable.</td>
</tr>
<tr>
<td>Purpose of Education</td>
<td>4 Capstone (4 pts)</td>
<td>3 Milestones (3 pts)</td>
<td>2 Milestones (2 pts)</td>
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<tr>
<td>ELCC 1.2 TILS B</td>
<td>All elements present and of high quality. Clear and compelling statements of belief about the purpose of education. At least 5 references to historical philosophers.</td>
<td>All elements present and of acceptable quality. Clear statements of belief about the purpose of education. 3 references to historical philosophers.</td>
<td>Most elements present and of acceptable quality. Clear statement of the purpose of education. Limited references to historical philosophers.</td>
</tr>
<tr>
<td>The role of the teacher, student and community</td>
<td>All elements present and of high quality. Clear and compelling statement about the role of teacher, student and community. Some references to historical philosophers or educational literature.</td>
<td>All elements present and of acceptable quality. Clear statements of belief about role of teacher, student and community. Some references to historical philosophers or educational literature.</td>
<td>Most elements present and of acceptable quality. Clear statement of role of teacher, student, and community. Limited references to historical philosophers or educational literature.</td>
</tr>
<tr>
<td>ELCC 5 TILS C</td>
<td>Beliefs about differentiation of special needs students</td>
<td>All elements present and of high quality. Analytic and insightful statement of beliefs about differentiation. Specific examples and references to educational literature.</td>
<td>All elements present and of acceptable quality. Insightful statement of beliefs about differentiation. Some examples and some references to educational literature.</td>
</tr>
<tr>
<td>Beliefs about diverse student populations</td>
<td>ELCC 6 TILS D</td>
<td>All elements present and of high quality. Insightful comments showing deep understanding and application. Relevant and appropriate examples and references to educational literature.</td>
<td>All elements present and of acceptable quality. Shows understanding of diverse populations. Includes relevant and appropriate examples or references to educational literature.</td>
</tr>
<tr>
<td>Beliefs about how students learn</td>
<td>ELCC 5 TILS D</td>
<td>All elements present and of high quality. Includes instructional strategies, curriculum, technology, and assessment. Relevant references to educational literature.</td>
<td>All elements present of acceptable quality. Includes 3 of the 4 areas. References to educational literature.</td>
</tr>
<tr>
<td>Beliefs about learning environments</td>
<td>TILS B TILS D</td>
<td>All elements present and of high quality. Includes strong description of classroom management principles and learning environments. Clearly related to work of major philosophers and educational literature.</td>
<td>All elements present of acceptable quality. Includes description of classroom management principles and learning environments. Related to work of major philosophers and educational literature.</td>
</tr>
<tr>
<td>Grammar and presentation</td>
<td>All work in candidate's own words. Additional resources used. Clear</td>
<td>All elements present and of acceptable quality. Some work not in candidate's</td>
<td>Most elements present and of acceptable quality. Lack of original writing. Some</td>
</tr>
</tbody>
</table>
4 Capstone (4 pts)
professional writing with few or no grammatical or spelling errors.

3 Milestones (3 pts)
own words. Clear writing with some grammatical or spelling errors.

2 Milestones (2 pts)
grammaical and spelling errors.

1 Benchmark (1 pt)
original writing. A number of grammatical or spelling errors interfering with the reading of the work.