EDUC 551 Supervision for Teaching and Learning
Spring 2016

Course Section: AO, KO, M2
Meeting Time and Place: Harrogate (AO), CedarBluff (KO), Chattanooga (M2) Saturday 8:00 A.M.
Course Credit Hours: 3 Credit Hours
Clinical Experience in this Course: Plan a professional learning opportunity for educators aligned with the Tennessee Standards for Professional Learning.

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Graduate Education Office Webpage: www.lmunet.edu/education/ (see Program Documents)

I. COURSE DESCRIPTION: This course focuses on the school function that improves student learning by improving instruction through direct assistance to teachers, curriculum development, staff development based on current research and best practices, group development, and action research.

II. COURSE OBJECTIVES: Candidates in this course will be able to address and apply: Outcome 2 and Outcome 3: TILS A, B, C, ELCC 1, 2, 4; and ITSE A 2, 3 to professional practice to provide ethical and effective instructional leadership.

Candidate will demonstrate the following knowledge and practices that provide a culture for teaching and learning:

- An ethical and effective instructional leader facilitates professional practice that continually improves student learning. TILS A.
- 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. TILS B, ELCC 4.
- Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning. TILS A, ELCC 1, 4
• Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model. TILS B.
• Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans. TILS C, ELCC 2.
• Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*. TILS C.
• Leverages educator strengths to engage all students in meaningful, relevant learning opportunities TILS A, ELCC 2.
• Models and communicates expectations for individual and shared ownership of student, educator, and school success. TILS B, ELCC 4.
• Recognizes and celebrates improved educator and student performance related to school vision and goals. TILS B, ELCC 2.
• Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth. TILS B, C.
• Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement. TILS A.

III.  **TEXTS/MATERIALS FOR THE COURSE:**

**Required Textbooks:**


Suggested Textbook: Books below are used throughout MEd Program.


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

**Requirements** (see Course Outline and Requirements section):
1. Reading and discussion of required materials;
2. Data collection;
3. Observation and action research field-based activities;
4. In-class readings or activities that the instructor may assign;
5. Group Projects - Groups will research assigned topics and present to the class; and,
6. **Key Assignments #1:** Plan and present a professional learning opportunity for educators.
   **Key Assignment #2:** Read and respond to a case study provided by the professor.
   **Key Assignment #3:** Complete demographic form.

**Evaluation Method:** Assignments will be evaluated based on program standards using various assessment tools, including LiveText adopted 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 will result in minus (-), 3 absences will be 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.

**METHODS OF INSTRUCTION:** The instructor will serve as a facilitator using appropriate instructional methods such as lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, clinical activities, and collaboration with mentor and school based administrator.

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

**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 using assessment instruments that have been developed and implemented by the individual college faculty and/or departments.

**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 Director of Counseling and ADA, Jason Kishpaugh, with regard to required documentation and in order to make appropriate arrangements. Contact information: [jason.kishpaugh@lmunet.edu](mailto:jason.kishpaugh@lmunet.edu) and/or 423.869.6401 (800-325-0900 ext. 6401). The office is located on the second floor of Duke, office 201.

**UNIT COMMITMENT TO DIVERSITY:** The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

**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](mailto: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 or at LMU’s website: http://www.lmunet.edu/campuslife/handbooks.shtml.

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/curstudents/weather.shtml.

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.

SYLLABI:
The syllabus for each MEd class is cooperatively developed by faculty who are currently teaching the course. These syllabi are found under the “Degrees and Programs” tab on the LMU School of Education website found at www.lmunet.edu/education/. Look under specific course numbers for Spring 2016 MEd. Syllabi and Class Materials. IT IS THE RESPONSIBILITY OF EACH STUDENT TO PRINT SYLLABI, FROM THE WEB PAGE, FOR EACH SEMESTER AND BRING THEM TO THE FIRST CLASS MEETING.

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](http://www.lmunet.edu/about/mission.shtml).

**Carter & Moyers School of Education Mission Statement**: [http://www.lmunet.edu/education](http://www.lmunet.edu/education)

**Carter & Moyers Graduate School of Education Mission Statement**: [http://www.lmunet.edu/education](http://www.lmunet.edu/education)

**Instructional Leadership Mission Statement**: [http://www.lmunet.edu/education](http://www.lmunet.edu/education)

**MED CG (School and Mental Health Counseling) Mission Statement**: [http://www.lmunet.edu/education](http://www.lmunet.edu/education)

**Curriculum and Instruction Mission Statement**: [http://www.lmunet.edu/education](http://www.lmunet.edu/education)

**Educational Leadership Mission Statement**: [http://www.lmunet.edu/education](http://www.lmunet.edu/education)

IX. COURSE OUTLINE/ASSIGNMENTS:

**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 within 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**
Candidates who complete the program are ethical leaders who competently evaluate teacher effectiveness utilizing multiple data sources, develop collaboratively professional learning and growth opportunities, and through modeling instill the philosophy of lifelong learning among all staff members.

- TILS A Instructional Leadership for Continuous Improvement
- TILS C Professional Learning and Growth
- 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.

- **ELCC 4** 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 to respond to the community’s diverse interests and needs.
- **ISTE A 3** Educational administrators create and promote an environment of professional learning to enhance student learning through the infusion of contemporary technologies.

**KEY ASSIGNMENTS:**

**Clinical and Key Assignment #1:** Plan and present a professional learning opportunity for educators aligned with the *Tennessee Standards for Professional Learning* (may be individual or group assignment per instructor). Date to be determined as assigned by professor.

**Assessment for Key Assignment #1:** *LiveText KA#1 Tennessee Standards for Professional Learning Rubric*

**Key Assignment #2:** Read and respond to a case study provided by the professor.

(Individual Assignment)

**Assessment for Key Assignment #2:** *LiveText KA#2 Ethical Reasoning Rubric.*

**Key Assignment #3:** *Demographic Form* (Last Class)
The Demographic Forms is designed to document the diverse settings that LMU candidates work in and requests data from your school, school system, and classroom (if applicable). Complete the Demographic Form found in Live Text per these directions: Open your Live Text account and click on the “Forms” tab at the top.

- Select the “Demographic Data Form.”
- Enter as much data as you can, relating to your base school. If you work in central office or find fields that do not apply to you, just leave them blank.
- Use the most recent data found on the Tennessee State School Report Card or other published data to complete the form.
- You may have to work with your local school system or your office staff to gather local school and system data.
- You can exit and reenter the form as many times as necessary to submit the data.
- Upon completion of the form – click “Submit.”

In Live Text you will send a message to your professor that you have completed the Demographic Data Form.

**The Professor will provide a course outline during the first class**

**X. Each Instructor may insert miscellaneous course elements here, as desired – numbered in sequence: [Optional Sections.]**
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/campuslife/initiative/index.shtml](http://www.lmunet.edu/campuslife/initiative/index.shtml) or contact the Associate Dean of Students.

**Plagiarism/Certification of Authorship**

**Plagiarism**

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See *APA Manual*). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or 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 through 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*.

**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)

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.**
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.
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 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
<table>
<thead>
<tr>
<th>EDUC 551 KA#1 Tennessee Standards for Professional Learning Rubric</th>
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<tbody>
<tr>
<td><strong>Capstone</strong> (4.000 pts)</td>
</tr>
<tr>
<td><strong>Learning Communities</strong> (2.000, 14%)</td>
</tr>
<tr>
<td>TILS C</td>
</tr>
<tr>
<td><strong>Leadership</strong> (2.000) 14%</td>
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<tr>
<td>TILS A</td>
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<tr>
<td><strong>Data</strong> (2.000, 14%)</td>
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<td>TILS A</td>
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<tr>
<td><strong>Implementation</strong> (2.000,14%)</td>
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<td>TILS A</td>
</tr>
<tr>
<td>Outcomes</td>
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<td>Evaluation</td>
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EDUC 551 KA#2 Ethical Reasoning Rubric

<p>| | 4 Capstone (4,000 pts) | 3 Milestones (3,000 pts.) | 2 Milestones (2,000 pts) | 1 Benchmark (1,000 pt.) | NA (0.000 pt.) |
| Ethical Self Awareness (1.000,20%) | Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. and discussion has greater depth and clarity. | Student states both core beliefs and the origins of the core beliefs. | Student states either their core beliefs or articulates the organs of the core beliefs but not both. | |
| TILS D ELCC 1 | Student names the theory or theories, can | Student can name the major theory or theories she/he | Student can name the major theory | |
| Understanding Different Ethical | | | | Student only names the major theory |</p>
<table>
<thead>
<tr>
<th>Perspectives/Concepts (1.000,20%)</th>
<th>TILS B ELCC 4</th>
<th>Student can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.</th>
<th>Student can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.</th>
<th>she/he uses, and is only able to present the first of the names theory.</th>
<th>she/he uses.</th>
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<tr>
<td>Ethical issue Recognition (1.000, 20%)</td>
<td>TILS A ELCC 1</td>
<td>Student can recognize ethical issues when presented in a complex, multilayered (grey) context AND can recognize cross relationships among the issues.</td>
<td>Student can recognize ethical issues when issues are presented in a complex, multilayered (grey) context or can grasp cross relationships among the issues.</td>
<td>Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships amount the issues.</td>
<td>Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.</td>
</tr>
<tr>
<td>Application of Ethical Perspectives/Concepts (1.000, 20%)</td>
<td>TILS A ELCC 1</td>
<td>Student can independently apply ethical perspectives/concept an ethical question, accurately, and is able to consider full implications of the application.</td>
<td>Student can independently (to a new example) apply ethical perspectives/concept an ethical question, accurately, but does not consider the specific implications of the application.</td>
<td>Student can apply ethical perspectives/concept an ethical question, independently (to a new example) and the application is inaccurate.</td>
<td>Student can apply ethical perspectives/concept to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concept to independently to a new example.</td>
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<tr>
<td>Evaluation of Different Ethical Perspectives/Concepts</td>
<td></td>
<td>Student states a position and can state the objections to assumptions</td>
<td>Student states a position and can state the objections to assumptions and implications and</td>
<td>Student states a position and can state the objections to,</td>
<td>Student states a position but cannot state the</td>
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<td>(1.000, 20%)</td>
<td>and implications of and can reasonable defend against the objections to, assumptions and implications of different ethical perspectives. concept and the student’s defense are adequate and effective.</td>
<td>respond to the objections to, assumptions and implications of different ethical perspectives/Concept but the student’s response is inadequate.</td>
<td>assumptions and implications of different, ethical perspectives/concept but does not respond to them (and ultimately objections, assumptions and implications are compartmentalized by student and do not affect student’s position.)</td>
<td>objections to assumptions and limitations of the different perspectives/concept.</td>
<td></td>
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