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

FACULTY CONTACT INFORMATION:

Dr. Keith Brewer, M2
keith.brewer@lmunet.edu
(931) 409-7486

Dr. Scott Porter, K0
scott.porter@lmunet.edu
(865) 755-2466

Dr. Jim Myers, A0
james.myers@lmunet.edu
(276) 870-5137

Dr. Dwain Arnold, P0
Emory.Arnold@lmunet.edu
(423) 863-2259

COURSE and PROGRAM SPECIFIC INFORMATION

I. COURSE DESCRIPTION: This class examines the role of the school administrator and instructional leader in responding to and influencing the larger political, social, economic, legal, and cultural context in the classroom, school, and local community. It will also address diverse candidate and student needs to ensure the success of all candidates and their students.

II. COURSE OBJECTIVES:

Candidate Outcome 2: Culture for Teaching and Learning
Canditates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning and collaboration, parental involvement, trust, and personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within the school environment.

TILS B ELCC 2 ISTE A 2 CAEP 1, 4
Candidate Outcome 3: Professional Learning and Growth

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

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

III. TEXTS/MATERIALS FOR THE COURSE:

Required Textbooks:


Suggested Reading:


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;
2. Observation and clinical activities;
3. Other readings or in-class activities that the instructor may assign;
4. Group Projects - Groups will research assigned topics and present to the class; and,
5. Key Assignments: Complete the two key assignments which will count 50% of course grade (25% each) and one will be a clinical experience assignment. Key Assignments are submitted to VIA and will be assessed electronically by the instructor using a rubric. In
addition to the Key Assignments, the instructor will require other coursework which will count for the remaining 50% of course grade.

**Evaluation Method:** Assignments will be evaluated based on program standards using various assessment tools and 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* or 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:** The instructor will serve as a facilitator using appropriate instructional methods such as lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, field-based activities, and collaboration with mentor and school based administrator.

**V. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:**

**Technology**
Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

**Turnitin**
Candidates will be required to submit some assignments to **Turnitin**, the computer program designed for checking literature duplication. Submitting additional course work to **Turnitin** is at the instructor’s discretion. Instructions for using Turnitin can be found at [http://www.turnitin.com/en_us/training/student-training](http://www.turnitin.com/en_us/training/student-training).

**VIA:** Each student will be required to establish or continue an account with the viaLiveText.com program. VIA is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions are posted on the School of Education website at [http://www.lmunet.edu/academics/schools/school-of-education](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;
VI. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

Hybrid Learning Model
This course is offered in a hybrid learning model. Hybrid learning models are based on contemporary learning theory and exemplary teaching practices in the classroom. This particular model is based on an understanding about how adults learn and an understanding of the rich resources offered through collaboration with peers and interaction with the extensive resources on the Internet. The hybrid learning model is comprised of anchored instruction (seat time), professional learning communities (collaboration), web-enhanced learning strategies (technological learning), expository presentation (student engagement) and problem-based learning (case studies and field-based activities).

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

Total Carnegie Units: 2,280 minutes/38 hours

IL 541 KA #1 Partnering with Multicultural Parents using Parent & Teacher Conferencing  
IL 541 KA #2 Promotion for School Success Plan for Stakeholders

REQUIRED COURSE ASSIGNMENTS:
Recent school reform efforts have raised the urgency to recognize the professional dimension of parental and community involvement to improve teaching and learning in schools. Theodore J. Kowalski’s text, Public Relations in Schools, (2011, p. 158) included findings from a macroanalysis of 85 studies by Henderson and Berla (1994) which “concluded that parent involvement has produced a myriad of educational benefits, demonstrated by the following examples:

- Students whose parents were involved with schools usually had higher grades, higher test scores, greater self-esteem, higher levels of motivation, and better attendance records.
- Parents who were involved had higher levels of sensitivity to the social, emotional, and educational development of their children; they had a more accurate understanding of teacher roles and were more committed to supporting teachers and the school.
- Educators in schools having high levels of parent involvement had higher morale, more respect from parents, and a better understanding of parental problems and cultural differences.
- Schools that had high levels of parent involvement had greater community support, better reputations, and higher quality programs that did schools that had low levels of parents involvement.”
KEY ASSIGNMENTS: The two key assignments below were designed to use reflective practice and inquiry to improve student achievement and advance communication between stakeholders and the school. These two key assignments will be submitted to VIA and will be used in CMAS reports for program outcome assessments.

Key Assignment #1 – Partnering with Multicultural Parents using Parent & Teacher Conferencing (Individual Project)

This course explores the interrelationship between the school, home, and community as it relates to the many diverse populations in the school environment. This assignment provides candidates the opportunity to gain an understanding of the diversity among students and to examine the divergent academic support needs of diverse learners, their families, and communities.

The purpose of this assignment is to prepare school leaders to train and develop faculty to work effectively with the various publics in the community who are served by the school, so they may collaborate to provide an adequate and equitable education for all students. Prospective instructional leaders must understand the need to focus on the diverse social and cultural aspects of a community in regard to how this affects student learning. Instructional school leaders must develop strategies for learning about, and communicating with, the various cultures represented in the school population.

- Go to the Working Together: School, family and Community Partnerships. At Toolkit for New Mexico Communities at: http://www.cesdp.nmhu.edu/toolkit/videos/index.asp#improvingcommunication
- View the video: “A Vision of K-12 Students Today – Digital Communication”
- View the video: “Key Points in a High School Parent-Teacher Conference”
  1. After viewing the video, “A Vision of K-12 Students Today – Digital Communication”, discuss insights into cultural biases regarding how students learn best, and how technology might help bridge the cultural gap.
  2. After viewing, “Key Points in a High School Parent-Teacher Conference”, identify multiple positive aspects of the parent-teacher conference from the perspective of the parent, student, and teacher that demonstrates understanding of the complexity of elements important to members of another culture.
  3. Compare and contrast this conference with a typical parent-teacher conference at your school, with emphasis on creating a supportive manner that recognizes the feelings of another cultural group.
  4. Articulate how the teacher demonstrated understanding of cultural differences in verbal and non-verbal communication, including understanding of use of physical contact/proximity while communicating with a parent from a different culture.
  5. How will you, as an instructional leader, initiate and develop support needed for faculty members to interact more effectively with students, parents, and community members who are culturally different?

Assessment: Intercultural Knowledge and Competence Rubric

Key Assignment #2 – Promotion of School Success Plan for Stakeholders (group project)

Purpose of Assignment: Developing and sharing positive vision and successes of your school to all stakeholders. The final product includes numerous strategies and media to share this overview.

1. Include all three suggested components:
   1. Handout/brochure
   2. Billboard or Electronic board in front of school
   3. PowerPoint Presentation
2. Include messages for all stakeholders.
3. Short presentation in class.
4. Submit to VIA.

Assessment: Creative Thinking Rubric
Additional Assignments: Read articles assigned by the Professor and take part in online and in class discussions, presentations, and/or written assignments.

LMU INFORMATION FOR ALL COURSES and PROGRAMS

VII. UNIVERSITY POLICIES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit https://www.lmunet.edu/academics/academic-support for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program.

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor’s receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook and catalogs: This includes the use of electronic devices, i.e., ipads/notebooks, smart phones, smart watches.

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:

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

LMU is committed to providing a campus environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are designated as Responsible Employees/Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to share the information with the University’s Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the Office of Mental Health Counseling, Duke Hall 202. For more information, contact Jason Kishpaugh, Director of Counseling, by email at jason.kishpaugh@lmunet.edu, by phone at (423) 869-6401, or schedule an appointment online at https://www.lmunet.edu/student-life/counseling/schedule-an-appointment.
If you have experienced any form of discrimination or harassment and would like to report information, please contact: Jeana Horton, J.D., Title IX Coordinator/Institutional Compliance Officer, by email at titleixcomplaints@lmunet.edu, or by phone at (423) 869-6618. You may make a report online at http://www.emailmeform.com/builder/form/WCcZ1kq83c48D6b0w721mhL. The Title IX Coordinator/Institutional Compliance Officer’s office is located at D.A.R. 210 and the Duncan School of Law, Room 404. The Harassment, Discrimination, and Sexual Misconduct Policy is located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations. In addition, LMU Campus Police is available to provide security escorts and/or additional security on campus.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

LMU’S INCLEMENT WEATHER POLICY can be found at the following link to LMU’s website: http://www.lmunet.edu/student-life/weather-cancellation-notification. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

INTENT TO GRADUATE: Students planning to graduate at the end of the current semester need to apply for graduation by submitting an Intent to Graduate form to Erin Brock (erin.brock@lmunet.edu) by the deadline indicated in the Important Dates section of the syllabus. Graduation forms and additional information can be found at www.lmunet.edu/education.

PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

FOR OUT-OF-STATE STUDENTS: LMU does not guarantee out of state certification. Students seeking certification should contact their State Department of Education to verify the individual’s state certification regulations.
VIII. MISSION STATEMENTS:

**Lincoln Memorial University Mission Statement** can be found at the following link to LMU’s website: [http://www.lmunet.edu/about-lmu/heritage-mission](http://www.lmunet.edu/about-lmu/heritage-mission).

**Carter & Moyer Graduate School of Education Mission Statement:**
[http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf) (Page 11)

**Curriculum and Instruction Mission Statement:**
[http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf) (Page 32)

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

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

XI. **Plagiarism**

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

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

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

Student’s Signature __________________ Date ______________

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

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

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

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

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

XIV. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.
### IL 541 KA #1 : Partnering with Multicultural Parents using Parent and Teacher Conferencing Rubric

<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><strong>Knowledge: Cultural Self-Awareness</strong></td>
<td>Clearly articulates insights into one’s own cultural rules and biases (e.g. seeking complexity; aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) Demonstrates a positive understanding of the effect cultural norms have on positive parental relationships.</td>
<td>Articulates insights into one’s own cultural rules and biases (e.g. seeking complexity; aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Identifies one’s own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</td>
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<td><strong>Knowledge: Cultural Frameworks</strong></td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs &amp; practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs &amp; practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs &amp; practices.</td>
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<td><strong>Skills: Cross-Cultural Awareness</strong></td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions or sometimes uses more than one worldview in interactions.</td>
<td>Identifies components of other cultural perspectives but responds in all situations with own worldview.</td>
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<tr>
<td><strong>Skills: Interactive Communication</strong></td>
<td>Initiates and develops interactions with culturally different others. Suspends judgement in valuing his/her interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgement in valuing his/her interactions with culturally different others.</td>
<td>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending judgement his/her interactions with culturally different others and expresses a willingness to change.</td>
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## IL 541 KA #2: Promotion of School Success Plan for Stakeholders Rubric

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<th>Element</th>
<th>Capstone (3)</th>
<th>Milestone (2)</th>
<th>Milestone (1)</th>
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<tbody>
<tr>
<td><strong>Positive Vision Process</strong></td>
<td>Develops a comprehensive product with numerous strategies that are meticulously selected and include a wide variety of media and venues in presenting a positive image of the school.</td>
<td>Develops a comprehensive product that includes a wide variety of strategies and venues in presenting a positive image of the school.</td>
<td>Develops a product that includes a limited variety of strategies to present a positive image of the school.</td>
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<tr>
<td><strong>Collaboration</strong></td>
<td>Extensive collaboration to develop a comprehensive final product that demonstrates the inclusion of a broad range of stakeholders in the design of the program.</td>
<td>Collaboration to develop a comprehensive final product that demonstrates the inclusion of a range of stakeholders in the design of the program.</td>
<td>Limited collaboration to develop a final product that demonstrates the inclusion of few stakeholders in the design of the program.</td>
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<td><strong>TILS A</strong></td>
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<td><strong>Communication</strong></td>
<td>Collaboration with a broad range of stakeholders to design a product that is nontraditional. The candidate produces a product that includes nontraditional and current media.</td>
<td>Collaboration with stakeholders to design a product that is nontraditional. The candidate produces a product that includes nontraditional and current media.</td>
<td>Limited collaboration with stakeholders to design a product that is nontraditional. The candidate produces a product with a limited variety of media.</td>
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<td><strong>Innovative Thinking</strong></td>
<td>A comprehensive analysis of the demographic data of stakeholders is a factor when designing the final product to reach the intended clientele. Plans and researches current media strategies to reach all intended stakeholders.</td>
<td>An analysis of the demographic data of stakeholders is a factor when designing the final product to reach the intended clientele. Plans and researches current media strategies to reach some intended stakeholders.</td>
<td>An analysis of the demographic data of stakeholders is a factor when designing the final product. Plans and researches current media strategies to reach limited stakeholders.</td>
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<td><strong>ISTE-A 1</strong></td>
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<td><strong>Application of New Knowledge to Produce a Positive Public Relations Product</strong></td>
<td>Applies new ideas or solutions into entirely new forms by making explicit references to previous learning and applies new knowledge in an innovative way that produces a public relations campaign that is far-reaching in its scope and presentation of the school’s image to the broad community.</td>
<td>Applies new ideas into new forms by making references to previous learning and applies new knowledge in an innovative way to produce a public relations campaign that is far-reaching in its scope and presentation of the school’s image to the broad community.</td>
<td>Applies ideas by making references to previous learning and applies new knowledge in an effective way to produce a public relations campaign that is limited in its scope and presentation of the school’s image to the broad community.</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.
☐ Full documents available at:

http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html
ELCC Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.
   1.1 Develop a Vision
   1.2 Articulate a Vision
   1.3 Implement a Vision
   1.4 Steward a Vision
   1.5 Promote Community Involvement in the Vision.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
   2.1 Promote Positive School Culture
   2.2 Provide Effective Instructional Program
   2.3 Apply Best Practice to Student Learning
   2.4 Design Comprehensive Professional

3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
   3.1 Manage the organization
   3.2 Manage Operations
   3.3 Manage Resources

4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.
   4.1 Collaborates With Community and Other Family Members
   4.2 Respond to Community Interests and Needs
   4.3 Mobilize Community Resources

5.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.
   5.1 Acts with Integrity
   5.2 Acts Fairly
   5.3 Acts Ethically

6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
   6.1 Understand the Larger Context
   6.2 Respond to the Larger Context
   6.3 Influence the Larger Context

7.0 Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
   7.1 Substantial
   7.2 Sustained
Communication That Powers Leadership

Tick around long enough and you find that, over the years, you've had lots of bosses or "superordinates." If you're fortunate, you'll have had a few real leaders among that batch. At least, that's been the case for me.

I've had a couple of bosses who quite literally hid from controversy, one whose hallmark was grumbling and blaming, one whose driving purpose appeared to be status, a few who belonged in the Micro-management Hall of Fame, and some who specialized in one-upmanship—trying to prove they knew more than the next guy. Some members of this tribe were annoying, some were restraining, and some felt superfluous. I learned something from each of these people—but not much about leadership.

I've also had the great fortune of working for real leaders. People in this tribe nearly always made me feel as though I worked with them rather than for them, or more precisely, that we worked together for something bigger than any of us. I found them energizing, thought-provoking, and nurturing. I've learned from each of these people as well. They provided an apprenticeship in what it means to lead.

How Leaders Empower Teachers

Some portion of leadership is silent. As we watch people in leadership positions, we see that they live out (or don't!) what they ask of colleagues: hard work, principled convictions, trustworthiness, courage, and so on. Such modeling is revealing, potent, and instructive.

But verbal communications are also central to real leadership. As I think back on the communication patterns of the effective leaders I've worked with, I see seven shared characteristics in how they interacted with me and with my peers:

- They spoke and acted from deep conviction.
- They saw our common work as a mission to extend young people's prospects. They were well informed about this mission, and their depth of understanding stretched my understanding of my work as well. Their passion, knowledge, and personal commitment made us feel that our work was more than "a job."
- They always remembered the humanity of the people with whom they spoke. I had the sense that these educators valued people more than directives or mandates. Their communications consistently demonstrated that they cared about the wholeness of coworkers' lives. They took time to know us as people who lived beyond the classroom as well as in it, celebrating, laughing, and sharing sorrows with us. In that way, they made us feel whole.
- They listened more than they talked and asked more than they told. These leaders used silence for mutual reflection. They made disagreement feel safe and fruitful—both their disagreements with us and ours with them. They gave us voice.
- Their communications and actions cultivated trust. My colleagues and I rarely felt let down by what the real leaders we worked with said, asked, or did.
- What—and how—they communicated helped others develop a sense of agency and competence.
- More often than not, these leaders seemed to ask, "How can I help you do the things you're inspired to do?" or "How can I help you do your best work?"
- They asked a great deal from fellow educators—but always provided support so people could reach
Even when a leader is delivering a corrective message, the message needs to dignify those who hear it.

As my understanding of that mission deepens, I can lead students to join me in the opportunities it provides. And I believe teaching is about people first, and then ideas—and somewhere way, way down the line is a mandated test.

I don’t think I entered teaching holding these beliefs. I suspect I learned them from leaders who communicated and modeled these beliefs for me. I can think of no more appropriate tribute to what those leaders taught me than to attempt to enact the same lessons in the daily practice of teaching.

In the end, I suppose, we’re all apprentices in our work. We are fortunate when we have moments to learn from master craftspeople.

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