ONL: EDUC 501 Foundations of American Education Fall 2020

Lincoln Memorial University
HARROGATE, TENNESSEE

VALUES • EDUCATION• SERVICE

Course Delivery Method:	**Online**
Course Section:	**C4**
Meeting Time and Place:	**Online**
Course Credit Hours:	**Three Credit Hours**

FACULTY CONTACT INFORMATION

Instructor

Firstname.lastname@lmunet.edu
(423) xxx-xxxx

COURSE and PROGRAM SPECIFIC INFORMATION

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:

Candidate Outcome 1: Instructional Leadership for Continuous Improvement

Candidates who complete the program are ethical leaders who facilitate professional practice that continually improves student learning by collaborating with internal and external stakeholders to develop, articulate, implement and communicate a clear, compelling vision for continuous improvement.

TILS A	*ELCC 1*	*ISTE A 1, 4*	*CAEP 1, 3*

> *Candidate Outcome 2: Culture for Teaching and Learning*
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> 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, 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.
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> | *TILS B* | *ELCC 2* | *ISTE A 2* | *CAEP 1, 4* | *KY-TLMS 4a, 4b* |

III.   TEXTS/MATERIALS FOR THE COURSE:

Ozmon, Howard O. (2011). Philosophical Foundations of Education. Ninth Edition. Pearson.
    ISBN: 9780132540742

Stuart, Jesse (2006). The Thread That Runs So True. New York: Charles Scribner's & Sons.
    ISBN: 9781931672429

American Psychological Association. (2010). Publication manual of the American Psychological
    Association (6th ed.). Washington, DC: Author. ISBN: 9781433805615

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
The candidate will read the required texts for the course and complete the Key Assignments. The candidate will complete 10 learning modules as posted in Blackboard. Additionally, within the module components specific dates for assignment completion are provided and the candidate is expected to meet these dates.

Key Assignments: Within the course modules are two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted to VIA and will be assessed electronically by the instructor.

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.

Coursework Completion Policy: In online courses, 100% of the course content, instruction and assessments are delivered online through blackboard and VIA. No face to face meetings are required. Candidates are

expected to complete the modules by the dates specified. Discussion board participation as described in the modules is also required. Candidates are expected to log in to blackboard frequently. Candidates may also work at their own pace and may complete modules ahead of the due date but late work is subject to a reduction in assignment points.

In this course candidates will develop and master graduate-level research competencies.

V. METHODS OF INSTRUCTION:

Instructional methods may include assigned readings, online video presentations, case studies, scenarios, online training modules, and collaborative group work, discussion board participation and other learning activities.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:
At Lincoln Memorial University, the primary method of verification of a student's identity for distance education purposes is the use of a secure login and pass code. Online students must remember to keep their LMU passcode secure and not share with anyone.

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.

VIA by Watermark
viaLiveText.com: Each student will be required to establish or continue an account with the VIA by Watermark program. VIA by Watermark 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   https://www.lmunet.edu/school-of-education/via.php

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. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

Online Learning Model
This course is offered in an online learning model. Online 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 online learning model may include of scholarly reading, scholarly writing, viewing online videos or other materials,

interactive discussion boards, analysis and synthesis of multiple sources of material, electronic quizzes and tests, and problem-based learning (case studies and field-based activities).

KEY ASSIGNMENTS:

KA #1: The Critique of *The Thread That Runs So True*
Candidates will read the book *The Thread That Runs So True* and a critique will be produced. This critique will include:
1. What issues did Stuart face as an educator?
2. Discuss his teaching methodology.
3. Define the culture in which he lived and taught.
4. How does Stuart represent "Realism" and "Idealism"?
5. Develop a comparison study of the differences and similarities between Jesse Stuart and you.

Assessment – EDUC 501 KA#1: Critique of the *The Thread That Runs So True* Rubric

KA #2: Candidate Personal Educational Philosophy Statement
Candidates will develop a personal philosophy of education based on the philosophies and philosophers as read in the textbooks and through independent research to reflect the candidates actual teaching, leadership, and beliefs.
The following topics should be addressed in the candidate's philosophy.
- Beliefs about the purpose of education
- Beliefs about the five major philosophical tenets covered in this course
- Beliefs about which of the five major philosophical tenets most closely aligns with their own personal self.
- Beliefs about the role of the teacher, the role of the student and the role of the community in education
- Beliefs about effective instruction that will meet the needs of a wide diversity of children
- Beliefs about classroom management and effective learning environments

Assessment: EDUC 501 KA#2: Candidate's Personal Educational Philosophy Statement Rubric

<u>Outline for the Philosophy of Education</u>
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.

Through their philosophy of education, candidates will address the following questions:
- Why is it important to have a well-developed philosophy of education?
- What is the purpose(s) of education?
- What is the role of the teacher?
- What is the nature of the learner?
- What is the curriculum, content or knowledge to be taught?

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. Pragmatism
        D. Reconstructionism
        E. Existentialism

Additonal information regarding the requirements for the philosophy of education will be provided in the course content modules on Blackboard.

VIII.   **HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): N/A**

IX.   **TRANSPARENT INSTRUCTION:**
The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualiftying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X.   **[EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: N/A**

XI.   **IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:**

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without "WD"	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without "F"	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII.   **UNIVERSITY SERVICES:**

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/academic-and-student-services/index.php for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

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 423.869.6277 (800-325-0900 ext. 6277).

XIII.   UNIVERSITY POLICIES:

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.
Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade "F" for such course(s), so noted on the student's academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F's is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:
Verification of Identity
Protection of Identity

No Additional Charges

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).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:
   Catalogs: https://www.lmunet.edu/academics/catalogs
   Handbooks: http://www.lmunet.edu/student-life/handbooks

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT :

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. 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.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the 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 LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call(423) 869-6277, or schedule an appointment online at https://www.lmunet.edu/counseling/index.php.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/ Insitutional Compliance Officer's office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are 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.

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.

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).

IN THE EVENT OF INCLEMENT WEATHER 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 Catalog.

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.

XIV.   **MISSION STATEMENT:**

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP.

XV.   **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: https://www.lmunet.edu/leadership-and-outreach/index.php or contact the Director of Leadership and Outreach, Kaci Ausmus, at Kaci.Ausmus@lmunet.edu.

XVI.   **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.

XVII.   **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.**

EDUC 501 KA #1: The Critique of *The Thread That Runs So True* Rubric

Element	Capstone (3)	Milestone (2)	Milestone (1)
Identifies the belief about the purpose and direction of education *TILS A* *ELCC 2* *ISTE A 1* *CAEP 1*	The candidate provides a clear, in-depth discussion of the purpose and direction of education and its relevance and impact on school improvement.	The candidate provides a clear discussion of the purpose and direction of education and its relevance and impact on school improvement.	The candidate provides a limited discussion of the purpose and direction of education and its relevance and impact on school improvement.
Identifies and defines the role of the teacher and stakeholders in a rural environment *TILS A, B* *ELCC 2* *ISTE A 1* *CAEP 1*	The candidate provides a clear, in-depth discussion of the roles of the teacher and stakeholders in a rural environment. Additionally, the candidate discusses the impact on these stakeholders with student achievement.	The candidate provides a clear discussion of the roles of the teacher and stakeholders in a rural environment.	The candidate provides a limited discussion of the roles of the teacher and stakeholders in a rural environment.
Identifies and defines the beliefs about effective instruction meeting the needs of diverse students *TILS A,B* *ELCC 2,5* *ISTE A 1* *CAEP 1*	The candidate provides a clear, in-depth knowledge of the direct effect of structured instruction that meets the needs of all students.	The candidate provides a clear knowledge of the direct effect of structured instruction that meets the needs of all students.	The candidate provides a limited knowledge of the direct effect of structured instruction that meets the needs of all students.
Identifies and defines beliefs about classroom management and the learning environment *TILS A, B* *ELCC 5* *ISTE A 1* *CAEP 1*	The candidate can identify in a thoughtful and concise narrative the behavior management strategies in a rural learning environment. These varied strategies provide several examples that enhance achievement and promote a positive and safe culture, and enhances stakeholder involvement.	The candidate can identify in a concise narrative the behavior management strategies in a rural learning environment. These strategies enhance achievement and promote a positive and safe culture, and enhances stakeholder involvement.	The candidate provides limited descriptions within a narrative that does not clearly describe the behavior management strategies in a rural learning environment.
Written critique of The Thread That Runs So True *TILS A, B* *ELCC 1, 2* *CAEP 1*	The candidate has developed and has thoroughly written a critique that clearly and succinctly addresses all four elements. These four elements address the beliefs and core values of the purpose of education, the role of all stakeholders, the effective instructional strategies used, and the positive learning environment written within The Thread That Runs So True.	The candidate has written a critique that clearly addresses all four elements. These four elements address the beliefs and core values of the purpose of education, the role of all stakeholders, the effective instructional strategies used, and the positive learning environment written within The Thread That Runs So True.	The candidate has written a critique that is limited in scope and content in order to address all four elements.

EDUC 501 KA #2: Candidate Personal Education Philosophy Statement

Element	Capstone (3)	Milestone (2)	Milestone (1)
Why is a philosophy of education important and what is the purpose of education? *TILS A,B* *ELCC 2,5* *CAEP 1* *ISTE A 1*	The candidate provides a detailed explanation describing why a philosophy of education is important to understanding educational practices. The candidate takes a strong and well-reasoned position on the purpose of education. Both statements are supported with evidence from one or more of the major philosophers and/or professional and personal experiences including personal application.	The candidate explains why a philosophy of education is important to understanding educational practices. The candidate takes a position on the purpose of education. Both statements are supported with evidence from one or more of the major philosophers.	The candidate minimally explains why a philosophy of education is important to understanding educational practices. The candidate fails to taks a position on the purpose of education. Statements are not supported with evidence from one or more of the major philosophers and/or professional and personal experiences.
What is the role of the teacher? *TILS A,B* *ELCC 2,5* *CAEP 1* *ISTE A 1*	The candidate provides a detailed description of the role of the teacher in the classroom. This role supports the candidate's position on the purpose of education. The candidate takes a position and supports it with evidence from one or more of the major philosophers and/or professional and personal experiences showing a strong understanding of the concept. The candidate describes how this belief is evidenced in classroom or school practices including personal application.	The candidate discusses the role of the teacher in teaching and leanring. The candidate takes a position and supports it with evidence from one or more of the major philosophers and/or professional and personal experiences. The candidate describes how this belief is evidenced in the classroom or school.	The candidate does not explain the role of the teacher in the classroom. The candidate fails to take a position and does not supports it with evidence from one or more of the major philosophers and/or professional and personal experiences. The candidate does not describe how this belief is evidenced in the classroom or school.
What is the nature the learner? *TILS A,B* *ELCC 5* *CAEP 1* *ISTE A 1*	The candidate provides and detailed and insightful description of the nature of the learner in the educational process. The The candidate takes a position and supports it with evidence from one or more of the major philosophers and/or professional and personal experiences. The candidate describes how this belief is evidenced in classroom or school practices including personal application.	The candidate discusses the role of the teacher and the learner in the educational process. The candidate takes a position and supports it with evidence from one or more of the major philosophers and/or professional and personal experiences. The candidate describes how this belief is evidenced in the classroom or school.	The candidate provides a weak discussion of the nature of knowledge including how content is organized and what content is valuable. The fails to take a position or support it with evidence from one or more of the major philosophers and/or professional and personal experiences. The narrative lacks a description of how this belief is evidenced in the classroom or school.
What is the content to be taught? *TILS A,B* *ELCC 5* *CAEP 1* *ISTE A 1*	The candidate provides and detailed and well-reasoned discussion of the content of the curriculum including what content is valuable, what areas should be emphasized, why they are importantand how content is organized. The candidate takes a position and supports it with evidence from one or more of the major philosophers and/or professional and personal experiences. The candidate describes how this belief is evidenced in classroom or school practices including personal application. .	The candidate discusses content of the curriculum including what content is valuable, what areas should be emphasized, and why they are important. The candidate takes a position and supports it with evidence from one or more of the major philosophers and/or professional and personal experiences. The candidate describes how this belief is evidenced in the classroom or school.	The candidate provides a weak discussion on the content of the curriculum failing to include what content is valuable, what areas should be emphasized, and why they are important. The candidate fails to takes a position that is supported by evidence from one or more of the major philosophers and/or professional and personal experiences. The discussion lacks a description of how this belief is evidenced in the classroom or school.
APA Format, Grammar, Punctuation, and Academic Writing	APA format is followed. Formatting includes: Title page, page headings, section headings, in-text citations, and references page. Writing is original, clear, and coherent. Paper adheres to standards of academic writing. Grammar and spelling are correct. Writing is eloquent and engaging.	APA format is followed. Formatting includes: Title page, page headings, section headings, in-text citations, and references page. Writing is original, clear, and coherent. Paper adheres to standards of academic writing. Grammar and spelling are correct.	Lack of proper APA format in title page, page headings, citations and references. Grammar and spelling errors interfere with the reading of the paper.

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.
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

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:

☐ Source: http://www.ccsso.org/Documents/2011/InTASC%202011%20Standards%20At%20A%20Glance.pdf

☐ In each standard the term "teachers" has been replaced with the term "candidate" in compliance with CAEP requirements.

☐ "These standards are no longer intended only for 'beginning' teachers but as professional practice standards. Council of Chief State School Officers. (2013, April). *Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development.* Washington, DC: Author.

☐ Full documents available at:

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

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

Commonwealth of KY Teacher Leader Standards
KY-TLMS

Teacher Leader Standards for Educator Preparation and Certification. Effective August 1, 2019, the Education Professional Standards Board shall use the standards established in this section in the evaluation and assessment of a teacher leader for advanced certification and for the approval of teacher leader master preparation programs.

1. **Standard 1: Foster a Collaborative Culture to Support Educator Development and Student Learning.**
   a. The teacher leader shall be well versed in adult learning theory and shall use that knowledge to create a community of collective responsibility within his or her school; and
   b. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader shall ensure improvement in educator instruction and, consequently, student learning.

2. **Standard 2: Access and Use Research to Improve Practice and Student Learning.**
   a. The teacher leader shall keep abreast of the latest research about teaching effectiveness and student learning, and shall implement best practices if appropriate: and
   b. He or she shall model the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

3. **Standard 3: Promote Professional Learning for Continuous Improvement.**
   a. The teacher leader shall understand that the processes of teaching and learning are constantly evolving: and
   b. The teacher leader shall design and facilitate job-embedded professional development opportunities aligned with school improvement goals.

4. **Standard 4: Facilitate Improvements in Instruction and Student Learning.**
   a. The teacher leader shall possess a deep understanding of teaching and learning, and model an attitude of continuous learning and reflective practice for colleagues: and
   b. The teacher leader shall work collaboratively with other teachers to improve instructional practices constantly.

5. **Standard 5: Promote the Use of Assessments and Data for School and District Improvement.**
   a. The teacher leader shall be knowledgeable about the design of assessments, both formative and summative: and
   b. The teacher leader shall work with colleagues to analyze data and interpret results inform goals and to improve student learning.

6. **Standard 6: Improving Outreach and Collaboration with Families and Community.**
   a. The teacher leader shall understand the impact that families, cultures, and communities have on student learning; and
   b. As a result, the teacher leader shall seek to promote a sense of partnership among these different groups toward the common goal of excellent education.

7. **Standard 7: Advocate for Student Learning and the Profession.**
   a. The teacher leader shall understand the landscape of education policy and shall identify key players at the local, state, and national levels; and
   b. The teacher leader shall advocate for the teaching profession and for policies that benefit student learning.