



EDCI 877
Teacher Leadership
Spring 2017

Course Section: EDCI 877 - KO

Meeting Time and Place: 12:00 PM – 6:30 PM on Jan. 14, Feb. 11, Mar. 11, Apr 8, and May 13; Cedar Bluff Campus, Room 154

Course Credit Hours: Three (3) Credit Hours

FACULTY CONTACT INFORMATION:

CONTACT INFORMATION:	Dr. Michael L. Burger
Office Hours	Thursday 2:00 p.m. – 5:00 p.m. Friday 2:00 p.m. – 5:00 p.m. Other times On-line (Check via Gtalk)
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I. COURSE DESCRIPTION:

This course involves the examination of methods whereby conditions for change may be created, planned for, implemented, and sustained. Theories of leadership will also be studied for their relative effectiveness.

II. COURSE OBJECTIVES

Institutional Standards

A listing of the standards for LMU begins on page 19.

Learning Outcomes: (Evidence of Learning and Proficiency)

Refer to page 19 for a copy of the Institutional Proficiencies for LMU.)

The general course objectives are designed to provide a conceptual foundation for the preparation and development of educational leaders in urban and suburban multicultural communities. Students will not only learn theoretical constructs used in leadership, but will also be able to apply them by analyzing real life case studies provided by the author and constructing case studies in which they are participants. Each student will present evidence that s/he can...:

1. Acquire knowledge of practices and procedures that can be used in a variety of situations to develop, implement and steward a vision of learning that will promote the success of every student.
2. Know how to advocate for, nurture, and sustain a school culture and instructional program that is conducive to developing a learning organization.
3. Identify and develop his or her own leadership skills in context of an action project implemented in the district in which he or she is employed.

4. Identify and develop leadership skills of (at least) a group of teachers in context of an action project undertaken in the district in which he or she is employed.
5. Understand and use principles and theories of leadership in the design, development, implementation, and evaluation of his or her action project.
6. Collaborate with stakeholders as he or she responds to diverse interest and needs of the school community and mobilize community resources to meet those needs.
7. Demonstrate an understanding of existing influences in the internal and external environments as they relate to the social, political, economic, legal, and cultural contexts of his or her action project.
8. Demonstrate the ability to anticipate, analyze and solve problems that prevent or hinder his or her ability to lead and manage projects that are designed to improve school services and programs.
9. Understand how to assess school operations and access and use data to design, develop, and implement an action plan in order to obtain requisite internal and external support to improve performance.
10. Demonstrate the ability to communicate, make decisions, manage conflict, and adapt management plans based on feedback and data in context of implementing his or her action project.
11. Through his or her action project, demonstrate an understanding of the relationships among various school improvement/effectiveness factors and how his or her action project will motivate faculty or students and increase student achievement.
12. Demonstrate skill in using different strategies to motivate different groups of teachers and/or students as they interact with the student's action project.
13. Act with integrity and fairness in an ethical manner.
14. Understand and explain how to effect change by identifying and addressing the needs and interests of the various interest groups that the change will impact.
15. Recognize and experience the benefits that can be derived by a school leader who develops a deep understanding of self and other individual stakeholders.
16. Master skills and attributes that are needed in order to develop the kinds of relationships that must exist between and among individuals who need to facilitate a climate that is capable of responding to change as the needs of the stakeholders change.
17. Identify major themes in educational leadership, including ethics, empowerment, change, etc., and develop the leadership and facilitation skills needed for the practical application of these concepts.
18. Demonstrate an understanding how leadership is studied and how leadership research is evolving by describing different theories and models of leadership (e.g., leadership behaviors, traits, styles, and contexts).
19. Understand aspects of organizational climate and the effects of climate on school organizations and leadership.
20. Understand school organizational structures such as bureaucracies and how they affect the lives and participation of individuals inside and outside of the school organization.
21. Develop an understanding of the importance of diversity in the workplace.
22. Understand selected decision-making theories and tools and how they are (or can be) used in educational organizations.
23. Understand selected communication theories and how they function in educational settings.
24. Understand the practices of educational institutions functioning as social systems.

III. TEXTS/MATERIALS FOR THE COURSE:

Required Text

Katzenmeyer, M. H., & Moller, G. V. (2009). *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders* (3 edition). Corwin. **(Please obtain the Kindle version of the book. It costs less than \$13.00 last I checked.)** We will be sharing highlights and notes throughout course discussions.)

In addition, the instructor expects each student to read a variety of journal articles and books relating to teacher leadership (generally) and teacher leadership in K-12 settings (specifically). The focus of students' reading should include; Leadership Theory, Change Management, Project Management, Communications Theory, Information Systems, and Learning Organizations. Students will incorporate content and perspectives from their readings into their project report and portfolio presentations.

Recommended Reading:

A comprehensive reading list consisting of journal articles, presentations, and books exists as a separate document that the instructor will make available on Blackboard. The reading list document includes two lists. One that is organized alphabetically by author, and another that is organized first by perspectives and themes, then by author.

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

Attendance Policy:

At the graduate level, direct interaction with the course instructor and with other students is integral to each student's ability to acquire, integrate, and obtain a better context for, the knowledge and skills that the course is designed to deliver. Therefore, each student is expected to attend each class and to interact with the instructor and other students when possible and appropriate during as well as outside of class hours throughout the course. However, you may be unable to attend a regular class session due to circumstances beyond your control. If that occurs, your instructor may ask you to meet via face to face or via the Web, to ascertain the extent to which you have met your obligations as if you would have attended the missed class. The meeting can occur through on-line interaction via the Web, or (if possible) through a face-to-face meeting. Students who violate the policy will be given the option to accept a lower grade for the course or to accept an incomplete until the attendance requirements have been met (unless a class absence qualifies for make-up assignments under ADA requirements).

Learning Outcomes:

See the references in the learning objectives above (see Learning Outcomes: (Evidence of Learning and Proficiency) beginning on page 1 of this document) and in the standards frameworks, that are included at the end of this document.

Requirements / Assignments:

Each student must have a laptop with her during each class session.

- 1) Develop a knowledge-base associated with teacher leadership from various perspectives. To do this, form teams of two or three and explore what we know about teacher leadership (its definition, practice, and impact) from the perspective of:
 - a) the popular press;
 - b) refereed (academic) journals;
 - c) books published in the 21st century;
 - d) state and national polls;
 - e) current practitioners.

Build an on-line knowledge-base. Include findings about what impact, if any, have developing and enhancing teacher leadership within and across educational institutions have had on educational practice, organizational structure, or policy related to either of those. Support your findings with clear evidence and build a framework within which to organize and present your findings on the class site.

By Session 2, begin pollinating every other knowledge base with what you have found in yours. Do so first by asking clarifying and probing questions. Do nothing else with the other knowledge-bases. Using more research, insights, new learning, and your own critical and analytical thinking, begin responding to questions members of the other groups have posed on the knowledge-base your team created. (In doing so, you will be refining and further developing your knowledge base.)

By Session 3, begin refining your own knowledge-base, simplify, extract themes and principles, and continue adding questions and comments to the knowledge-bases others are developing.

By Session 4, begin generating a common list of themes and, for each, what we know about teacher-leadership (definition, practice, attributes, barriers, impacts, etc.) in a separate knowledge-base that represents a synthesis of your knowledge-base with those others have developed.

By Session 5, be ready to discuss the findings and what you learned throughout the process.

- 2) Plan and lead the implementation of a “micro change” during the term, use a project management software package to help monitor it. Journal reflections. Keep track of the process of implementation, include changes that she (and the team with which the student works) make during the project, what the student (team leader) might have done differently, and the overall success of the change based on the stated original intentions.
 - a) Each student will serve as the project manager for her project and as a mentor for the project manager of at least one other project during the class:
 - b) Each student will develop a project plan using an on-line project management software system, (Gantt) and will manage that plan during the entire term of the project.
 - i) Each student will capture and publish weekly snapshots of the plan and will make the snapshots available for review by the instructor and his or her classmates.
 - ii) Each student will complete a weekly journal in which she or he records, a) what the student accomplished that week, b) what the student expects to accomplish during the following week, c) new barriers that will hinder or prevent successful implementation of the plan, d) strategies the student plans to implement to address the barriers, e) new insights developed with respect to the student’s leadership skills, and f) insights developed with respect to members of the student’s project team
 - iii) Each student will complete a self-assessment to ascertain his or her leadership skills and attributes at the beginning of the project and at the end of the project.
 - iv) Each student will assess the leadership skills and attributes of members of his or her project team at the beginning and end of the term.
 - c) Each student will develop a comprehensive portfolio that will include all resources used in planning, executing, evaluating, and modifying the project plan, the plan itself (including goals and objectives, needs assessment, team identification, etc.), results from assessments, and narratives from conversations and meetings held that were directly related to the execution of the plan. In your portfolio, describe leader and follower behavior as it relates to the following

content knowledge:

- i) developing and communicating a vision and rationale for the planned change;
- ii) keeping the vision “alive” through implementation through communications and project management (leadership)
- iii) implications for improving student learning and identifying best practices that evolve from the change;
- iv) managing the plan (including evaluating progress and making changes), and
- v) understanding the larger educational context, and how your work fits into that context
- vi) identifying and developing leadership skills for project participants including yours and your mentor’s.

Support your observations by theories informing that behavior based on class discussions and readings.

d) On-Going

- i) Each project manager will meet regularly with his or her mentor to obtain feedback and suggestions for improving the plan or in helping to solve problems that are encountered during the implementation of the plan.
- ii) Project managers and mentors will evaluate each other in context of the development and demonstration of leadership skills (including project management skills).

3) Formal Presentation.

- a) Each project manager will present a 30 minute overview of his or her plan at the end of the course
- b) Each project manager will assemble his or her portfolio in electronic form and make it available to class members for review and comment.

4) Analysis of Processes of Organizational Change

5) Formative Assessments

The instructor will, from time to time, ask students to complete an activity that is designed to assess their understanding and to provide information that will guide instructional activities. In most cases ratings will be given for these, and responses (anonymous) will be compiled into one document and shared with the class.

Grading Policy:

Each student will be required to evaluate the project that his/her colleagues develop for the class (see above). The ratings given by one’s peers will be combined with the ratings that the instructor gives in order to derive the final course grade for each student. Evaluators will use a subset of scoring rubrics that has been adopted by LMU as a means to assign a value/rating to each project.

The instructor will also use his judgment to “rate the ratings,” and that rating will be included in the student’s final grade for the course. To rate the ratings, the instructor will assess the reliability of the ratings that each student gives to every document created (including his or her own) by examining the extent to which the ratings that each student gives each document are consistent with the ratings given by other students.

Each student will also rate the student with whom s/he collaborated on his/her project

In order to obtain an “A” for the course, the student must have a rating of “4” on at least 70% of the items on which the scoring rubric is applied. If the student’s work receives a rating of a “3” or “4” on at least 70% of the items for which the scoring rubric has been applied, s/he will receive a “B” A rating of

“2” or “3” on at least 70% of the items for which the scoring rubric has been applied will result in a “C” grade. All other ratings will result in a failing grade. The following table illustrates the grading policy based on rubric scores.

Rubric Rating	Percent of items Rated	Grade Reported
4	70%	A
3 or 4	70%	B
2 or 3	70%	C
2 or 3	<70%	F

Each student's work will be evaluated by using the following rubrics: Inquiry and Analysis (Page 13), Oral Communications (Page 14), Critical Thinking (Page 17), Creative Thinking (Page 18), and Written Communications (Page 12).

Students will submit their written work to the instructor via Gmail for analysis and evaluation. Submissions must be in the form of document files (preferably in Microsoft Word format (e.g., .doc or .docx files) or Rich Text format (e.g., .rtf) attached to the Gmail message. The instructor encourages students to submit drafts of their work to him well before the due dates to obtain feedback (preliminary evaluation, editing suggestions, and comments).

V. METHODS OF INSTRUCTION:

This course will rely heavily on presentations, group discussions, and individual projects. The instructor’s role is to facilitate students’ learning by providing resources, challenging assumptions, reinforcing and helping to build knowledge, concepts, and skills pertaining to various types of literacy in a changing technological and cultural environment. The course will include presentations of the principles teaching and developing literacy skills, examples of exemplary literacy programs, guidelines for developing and evaluating literacy programs, and how students can use information technologies to enhance learning opportunities for all students.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Students will need to be able to access the Internet in order to communicate with each other and the instructor throughout the course. Students are expected to be proficient in the following applications: Word processing, E-mail, Instant Messaging software (e.g., Google Hangout), and screen sharing software (e.g., Google Hangout, Zoom, OOVVOO, or Skype). Students must have virus and malware detection software that is up-to-date and active on their computers *at all times*. Each student will need an account with Google in order to be able to engage class activities fully.

Students should be familiar with, and know how to access, on-line libraries, content repositories, instructional resources, and on-line (cloud) storage and retrieval sites. Students may also want to familiarize themselves with collaboration software sites such as Google Docs.

The instructor expects each student to use an on-line project management tool called Gantter to manage the individual teacher leadership projects, and a knowledge-base framework the instructor developed as a Google Site. The instructor will provide information on how to use those two systems via in-class demonstrations and on-line Web sessions between classes based on student requests. During Session 5, we will use instructor-generated Google Forms for peer evaluations during of each other’s leadership project and the knowledge-base.

Prior to each class session, the instructor will post a tentative agenda on Blackboard and will upload copies of formal presentations and support materials to Blackboard to support students’ acquisition of knowledge and skills.

Library Resources

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 1 million dissertations and theses; Mental Measurements Yearbook which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. UNIVERSITY POLICIES:

- 1) **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)..

- 2) **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).
- 3) **Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism Policies** can be found in the student handbook: LMU's website: <http://www.lmunet.edu/student-life/handbooks>.
- 4) **Mandatory Reporting for Title IX Sex Discrimination and Harassment:** LMU is committed to providing a campus environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based bullying and stalking, etc.). As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the University community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination of which I become aware. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or state or federal law, I am required to share the information with my supervisor and/or the University's Title IX Coordinator. If you would rather share information about sexual harassment, sexual violence, or sex discrimination with an employee confidentially who does not have this reporting responsibility, you may share the information with campus counselors at the Office of Counseling Services.

If you have experienced any form of gender or sex-based discrimination or harassment and would like to file a complaint, please contact the Title IX Coordinator, Jeana Horton, at jeana.horton@lmunet.edu or titleixcomplaints@LMU.net or by phone at 423-869-6586. Know that help and support are available. LMU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

- 5) **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.
- 6) **Outcomes Assessment Testing:** Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

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

- 7) **LMU’s Inclement Weather Policy:** You can find the University’s Inclement Weather Policy at the following link to LMU’s website: <http://www.lmunet.edu/curstudents/weather.shtml>.
- 8) **LMU’s Inclement Weather Policy:** Students can find the University’s Inclement Weather Policy at the following link at 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.
- 9) **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.

VIII. **MISSION STATEMENTS: LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT CAN BE FOUND AT THE FOLLOWING LINK TO LMU’S WEBSITE: [HTTP://WWW.LMUNET.EDU/ABOUT/MISSION.SHTML](http://www.lmunet.edu/about/mission.shtml).**

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

**CLASS SCHEDULE
 (Jan. 14, Feb. 11, Mar. 11, Apr. 8, May 13)**

*Consult the reading list and your course session folders in Blackboard for resources.
 Be prepared to discuss salient points during the class sessions*

Session 1 (January 14)

Meeting	Date	Topics	Assignments (check when completed)
1	Jan. 10	<ul style="list-style-type: none"> • Course Overview • Finalize the Syllabus with student input on the project plans and assessments • Discussion of Chapter I of “<i>Awakening the sleeping giant: Helping teachers develop as leaders</i>” • Theories of Leadership (Instructor Presentation) <ul style="list-style-type: none"> ➤ discussion of behaviors, traits, characteristics, contexts, and power relationships • Presentation and discussion of the 	<input type="checkbox"/> .

Session 1 (January 14)

Meeting	Date	Topics	Assignments (check when completed)
		attributes of “Level 5” leaders. <ul style="list-style-type: none"> • Overview of Gantter – the on-line project management software students will use to manage their projects. Presentation of the master planning framework. • Setting up accounts and practicing with Gantter. • Selection of Leader/Mentor pairs and perspectives for the knowledge-base. 	

Session 2 (February 11)

Meeting	Date	Topics	Assignments (check when completed)
2	Feb 14	<ul style="list-style-type: none"> • Review of leadership skills and attributes • Assessing one’s own and others’ leadership style and skills • Project status reports and reviews • Organizational Change and Change Management (Instructor Presentation) <ul style="list-style-type: none"> ➤ Segments of internal markets for change ➤ Overview of Concerns-Based Adoption Model to identify the status of change or of implementation of innovations • Research on developing strategies to deal with different subgroups who will be impacted by the student’s project plan. • Project work with mentors and instructor 	<input type="checkbox"/>

Session 3 (March 11)

Meeting	Date	Topics	Assignments (check when completed)
3	Mar 14	<ul style="list-style-type: none"> • Managing conflict (Instructor Presentation) • Communication theory and planning • Decision making; theory and strategies • Knowledge-base work and review • Project status reports and work <ul style="list-style-type: none"> ○ Project management (Ganttter) review 	<input type="checkbox"/> Project Work

Session 4 (April 8)

Session	Date	Topics	Assignments (check when completed)
4	Apr 11	<ul style="list-style-type: none"> ➤ Creating and nurturing learning organizations: The role of data, information, and decision-making ➤ In-class discussion of the findings (synthesis of the Knowledge-base for Teacher Leadership) ➤ In-class project work 	<input type="checkbox"/> .

Session 5 (May 13)

Session	Date	Topics	Assignments (check when completed)
5	May 2	<ul style="list-style-type: none"> • Project presentations • Course Wrap-up and Evaluations 	<input type="checkbox"/> Rate Classmates' Projects and Presentations

X. **HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE):**

XI. **EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE: (OPTIONAL SECTION)**

XII. **IMPORTANT DATES IN THE ACADEMIC CALENDAR SPRING 2017: (OPTIONAL SECTION)**

Last Day to Add Classes	January 18
Last Day to Drop Course without “WD”	February 7
Mid-Terms	February 27- March 3
Last Day to Drop Course without “F”	March 17
Spring Break (no classes)	March 20-24

Good Friday (no classes)	April 14
Commencement	May 6

- XIII. 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> or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMU.net.
- 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.**

AACTE Written Communications Rubric
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4 Capstone (4 pts.)	3 Milestones (3 pts.)	2 Milestones (2 pts.)	1 Benchmark (1 pt.)
Context of and Purpose of Writing (1, 20%)			
Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development (1, 20%)			
Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Generic and Discipline-specific Conventions (1, 20%)			
Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation
Sources and Evidence (1, 20%)			
Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics (1, 20%)			
Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

AACTE - Inquiry and Analysis Rubric
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4 Capstone (4 pts.)	3 Milestones (3 pts.)	2 Milestones (2 pts.)	1 Benchmark (1 pt.)
Topic Selection (1, 16%)			
Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, research, and/or views (1, 16%)			
Synthesizes in depth information from relevant sources representing various points of view/approaches.	Presents in depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process (1, 16%)			
All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed however more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis (1, 16%)			
Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence but the organization is not effective in revealing important patterns, differences or similarities.	Lists evidence but it is not organized and/or is unrelated to focus.
Conclusions 1, 16%)			
States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical or unsupported conclusion from inquiry findings.
Limitations and Implications (1, 16%)			
Insightfully discusses in detail relevant and supported limitations and implications	Discusses relevant and supported limitations and implications	Presents relevant and supported limitations and implications	Presents limitations and implications, but they are possibly

AACTE - Oral Communications
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4 Capstone (4 pts.)	3 Milestones (3 pts.)	2 Milestones (2 pts.)	1 Benchmark (1 pt.)
Organization (1, 20%)			
Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive	Organizational pattern (specific Introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language (1, 20%)			
Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery (1, 20%)			
Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material (1, 20%)			
A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message (1, 20%)			
Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

AACTE - Teamwork Rubric
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4 Capstone (4 pts.)	3 Milestones (3 pts.)	2 Milestones (2 pts.)	1 Benchmark (1 pt.)
Contributes to Team Meetings (1, 20%)			
Helps the team move forward by articulating the merits of alternative ideas or proposals. Offers alternative solutions or courses of action that build on the ideas of others.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the contributions of team members (1, 20%)			
Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions outside of team meetings (1, 20%)			
Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters constructive team climate (1, 20%)			
Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or

4 Capstone (4 pts.)	3 Milestones (3 pts.)	2 Milestones (2 pts.)	1 Benchmark (1 pt.)
encouragement to team members.	encouragement to team members.	encouragement to team members.	encouragement to team members.
Responds to conflict (1, 20%)			
Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness	Identifies and acknowledges conflict and stays engaged with it	Redirecting focus toward common ground, toward task at hand (away from conflict)	Passively accepts alternate viewpoints/ideas/opinions

AACTE – Critical Thinking Rubric
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4 Capstone (4 pts.)	3 Milestones (3 pts.)	2 Milestones (2 pts.)	1 Benchmark (1 pt.)
Explanation of issue (1, 20%)			
Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence (1, 20%)			
Information is taken from source(s) with enough interpretation/evaluation, to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions (1, 20%)			
Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).	Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis) (1, 20%)			
Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences) (1, 20%)			
Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

AACTE Creative Thinking Rubric
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4 Capstone (4 pts.)	3 Milestones (3 pts.)	2 Milestones (2 pts.)	1 Benchmark (1 pt.)
Acquiring Competencies (1, 16%)			
Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks (1, 16%)			
Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems (1, 16%)			
Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions (1, 16%)			
Integrates alternate, divergent or contradictory perspectives or ideas fully.	Incorporates alternate, divergent or contradictory perspectives or ideas in an exploratory way.	Includes (recognizes the value of) alternate, divergent or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking (1, 16%)			
Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming (1, 16%)			
Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

LINCOLN MEMORIAL
UNIVERSITY
Values Education Service

Carter and Moyers School of Education Institutional Proficiencies (Outcomes)

Candidates at the initial and advanced programs throughout and upon completion of their plan of study will be able to:

1. articulate and demonstrate an understanding of the **Dispositions of the Profession**;
2. express the value of **Active Engagement in Education** and its value for improving the quality of life;
3. discuss and demonstrate the value of **Social Skills**;
4. demonstrate and apply the **Content Knowledge Skills**, and **Best Practices** of the profession;
5. understand, articulate, and apply **Pedagogical Skills**;
6. demonstrate the ability to make informed decisions for improved practice through **Reflection**;
7. demonstrate growth and improvement in personal **Social Intelligence**;
8. demonstrate **Analytical Skills**;
9. demonstrate the ability to **Synthesize Information** to make informed decisions, from assessment data;
10. demonstrate the ability to **Create a Positive Learning Environment**;
11. understand, read, and conduct **Qualitative and/or Quantitative Research**;
12. demonstrate and implement **Effective Communications Skills** both written and oral;
13. demonstrate **Informational and Technology Literacy**;
14. understand and implement **Assessment and Evaluation**;
15. articulate, implement, and demonstrate an **Appreciation for Diversity**, understand a **Global Perspective** and demonstrate an understanding that all students can learn;
16. understand and apply **Legal Issues for Fairness and Social Justice**; and
17. appreciate the value for **Lifelong Learning**.

**LINCOLN MEMORIAL
UNIVERSITY
Values Education Service**

STANDARDS & CANDIDATE PROFICIENCIES ALIGNMENT MATRIX

The candidates in the Carter and Moyers School of Education at Lincoln Memorial University are being prepared as professional educators of distinction making a positive impact on this generation and the next. The following are institutional goals of the School of Education, which reflect the professional knowledge, skills, and dispositions adopted by the faculty in the support of the development of teacher, administrator, and other school personnel candidates. It is the goal of the School of Education, at both the initial and advanced levels, to support our education candidates to achieve the following:

	Statement of the Standard	NCATE	INTAS C BA/BS Post Ba	TILS MED EdS	EdD	TNLM UCG	TLS PROF ED Ba/BS Post Bac	ABPTS CI
1.	The candidate demonstrates the dispositions and knowledge of the profession by upholding the VALUES of Abraham Lincoln’s life: a dedication to individual liberty; responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God. Proficiency: Dispositions of the Profession	1A; 1E; 1G	9; 10	A;B	1;3;8 1.C; 1.1	9	1,5	
2.	The candidate demonstrates an appreciation for the value of EDUCATION as a means to improve the quality of life for an individual and articulates an understanding of the importance of lifelong learning for themselves and others. PROFICIENCY: Active Engagement in Education	1A;1E	1;4	A;B	6	1.A	1	1,4
3	The candidate demonstrates an understanding, of the purpose and value of SERVICE to others, especially in the educational arena. In addition, the candidate articulates the meaning of “servant leadership” as a component of service to individuals, home, and local and global communities. PROFICIENCY: Social Skills	1C;1F;1G	9	B;D	1;3	1.1	5	1,5
4.	The candidate demonstrates an understanding and application of the major concepts, theories, and processes of inquiry which strengthen current knowledge	1;4	C	5;6	1.A	1;2	2	

	Statement of the Standard	NCATE	INTAS C BA/BS Post Ba	TILS MEd EdS	EdD	TNLM UCG	TLS PROF ED Ba/BS Post Bac	ABPTS CI
	bases, develops new ideas, and implements best practices from his/her field (EDUCATION). PROFICIENCY: Content Knowledge Skills, and Best Practices 1A;1C;1E							
5.	The candidate demonstrates the ability to make educational decisions based on the wisdom of practice, understanding of past, present, and emergent learning, developmental, neuroscience, personality, social, organizational, and leadership theories (VALUES). PROFICIENCY: Pedagogical Skills	1B;1C;1D;1F	2;4;5	B	5;6 1.G	1;2	3,4	
6.	The candidate demonstrates the ability to reflect and make informed educational decisions based on the knowledge, skills, and dispositions outlined in professional, state, and institutional standards through coursework, field experiences, and clinical practice (VALUES, EDUCATION, & SERVICE). PROFICIENCY: Reflection	1A;1C;1E;1G;3A;3B;3C	7	F	3	1.M	7;9	5
7.	The candidate demonstrates the dispositions needed to foster relationships with students, colleagues, school leaders, parents, community leaders, and professional associations in the larger community to support teaching and learning (VALUES & SERVICE). PROFICIENCY: Social Intelligence	1D;1E;1G;3A	10	F	3;4;5;7	1.j; 1.i.	5;10	5
8.	The candidate demonstrates the ability to reflect and make educational decisions supported by Current research, wisdom of practice, and educational policies (VALUES & EDUCATION) PROFICIENCY: Analytical Skills	1C;1E	9	A	77	1.h	7	4,5
9	The candidate is able to make assessments, reflects and can articulate how coursework, field experiences, and clinical practices have improved their [sic] knowledge, skills, and professional dispositions to help	9	d	2;6;10	1.g	8	3,4	

	Statement of the Standard	NCATE	INTAS C BA/BS Post Ba	TILS MEd EdS	EdD	TNLM UCG	TLS PROF ED Ba/BS Post Bac	ABPTS CI
	all students from all populations to learn. (Values & Education) Proficiency: Synthesize Information 1c;1d;1f;1g;3b;3c							
10.	The candidate demonstrates an understanding of classroom management, individual and group motivation and behavior, and instructional methods and technology to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation (VALUES, EDUCATION, & SERVICE). PROFICIENCY: Create a Positive Learning Environment	1b;1c;1d	5	b	2;4	1.a;1.d	3;5	2,3,4
11.	The candidate demonstrates competencies in conducting research and uses research findings to foster active inquiry, collaboration, and supportive interaction in the school and educational environments, including computer based and online instruction and learning (EDUCATION). PROFICIENCY: Qualitative and/or Qualitative Research	1c;1d;1e;3a	9	C	2	1.H	9;11.B	3,4
12.	The candidate demonstrates and implements effective verbal and nonverbal communication skills and uses technology to foster constructivist learning, active inquiry, collaboration, and supportive interaction with and among all students (VALUES & EDUCATION). PROFICIENCY: Effect Communications Skills	1B	6	A;D;E 2;4;5;7	1.K	6;11.A	3	
13.	The candidate demonstrates an understanding of how to appropriately use emerging technologies as a tool for communication, research, planning and implementing instruction, and maintaining an assessment system (EDUCATION) PROFICIENCY: Informational and Technology Literacy	1B;1D;1E;2A;2B	6	A;B	2	1.E	11.A;11.B; 11.C	3,4
14.	The candidate demonstrates an understanding of assessment	1C;1D;2C	8	C	2	1.C;1.F; 1.G	11.B	3,4

	Statement of the Standard	NCATE	INTAS C BA/BS Post Ba	TILS MEd EdS	EdD	TNLM UCG	TLS PROF ED Ba/BS Post Bac	ABPTS CI
	systems that aggregate and disaggregate data collected from multiple formal, informal, formative and summative assessments to evaluate learning and instructional practices in order to make informed decisions for instruction and program improvements (EDUCATION). PROFICIENCY: Assessment and Evaluation							
15	The candidate clearly articulates proficiencies for understanding differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas. The candidate demonstrates this understanding in instructional planning, the classroom environment, and interactions with students and other community stakeholders (VALUES & SERVICE). PROFICIENCY: Appreciation for Diversity	1C;1E;1F ;4A;4B;4 V;4D	3;10	A;B;C;E; G	4;5;8	1.B	2;3;5;9	1,5
16	The candidate demonstrates an understanding of the legal aspects of education, including the rights and responsibilities of students, faculty, staff, and schools, to make informed decisions to assure fairness, privacy, social justice, well-being, and safety of all stakeholders. The candidate reflects on his/her professional decision making to insure wisdom of practice and education policies (Values& Service) Proficiency: Legal Issues for Fairness and Social Justice	1C;1F;1G	10	E;F	1;3;7;8	1.1	1;5;10	4,5
17.	The candidate actively seeks out opportunities for professional development, personal growth and is supportive of continuous lifelong learning (VALUES, EDUCATION, & SERVICE). PROFICIENCY: Lifelong Learning	1C	9	D	6	1.B;1.H	9	1,5

NCATE	National Council for Accreditation of Teacher Education Standards
NTASC	Lincoln Memorial University Initial Teacher Licensure Program Standards (undergraduate and post baccalaureate) — Interstate New Teacher Assessment and Support Consortium
TILS	Lincoln Memorial University M.Ed. and Ed.S. Program Standards (Tennessee Instructional Leadership Standards)
EdD	Lincoln Memorial University Doctorate in Executive Leadership Program Standards
TNLMUCG	Lincoln Memorial University Counseling and Guidance Program (Tennessee Professional Guidance Counseling Standards)
TLS Prof Ed	Tennessee Teacher Licensure Standards —Professional Education

**LINCOLN MEMORIAL
UNIVERSITY
19and Associated Criteria**

Students will be rated in each item according to the following rubric.
0=NOT OBSERVED/APPLICABLE; 1=UNACCEPTABLE; 2=FAIR; 3=ACCEPTABLE; 4=EXCELLENT

A. Attendance and Punctuality

- Meets attendance requirements

Comments:

B. Initiative

- Demonstrates initiative
- Creative and resourceful
- Works independently when appropriate

Comments:

C. Work Habits

- Promptly completes quality work
- Works independently
- Demonstrates commitment to achieve professional, program of studies' goals
- Demonstrates the ability to plan long and short term
- Effectively uses instructional technology
- Demonstrates ability to reflect on and assess as an ongoing learning process

Comments:

D. Oral Communications

- Articulate, uses standard English grammar
- Uses language for fostering clear understanding and self-expression
- Demonstrates thoughtful and responsive listening

Comments:

E. Written Communication Skills

- Written work uses standard English grammar
- Writing is clear and organized

Comments:

F. Collegiality

- Works well on a team while encouraging, assisting, and inspiring peers to excel

- Participates in collegial planning activities
- Gives and accepts assistance

Comments:

G. Respect (in action and speech)

- Demonstrates respectful classroom behavior
- Sensitive to all stakeholders' needs
- Maintains confidentiality
- Provides educational experiences that demonstrate understanding of the worldview of culturally diverse groups
- Demonstrates a sense of fairness by developing differentiated educational opportunities for all students (all students can learn)

Comments:

H. Commitment to Profession 4

- Strives to promote a caring, non-discriminatory, and equitable environment.
- Participates in professional consultation for the improvement of one's own skills
- Committed to engage in professional growth and development activities
- Responds appropriately to positive feedback

Comments:

I. Professionalism in Clinical and Field Placement (Ethics, professional growth, and confidentiality)

- Professional attire
- Maintains factually accurate records
- All documents are free of plagiarism
- Adheres to all rules and requirements and supports decisions made by the Carter & Moyers School of Education
- Demonstrates honesty and integrity in all circumstances

Comments:

Professional Standards

INTASC.1	STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
INTASC.1.A	K: The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
INTASC.1.B	K: The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
INTASC.1.C	K: The teacher can relate his/her disciplinary knowledge to other subject areas.
INTASC.1.D	D: The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
INTASC.1.E	D: The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
INTASC.1.F	D: The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
INTASC.1.G	D: The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.
INTASC.1.H	P: The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
INTASC.1.I	P: The teacher can represent and use differing viewpoints, theories, 'ways of knowing' and methods of inquiry in his/her teaching of subject matter concepts.
INTASC.1.J	P: The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
INTASC.1.K	P: The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
INTASC.1.L	P: The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
INTASC.1.M	P: The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.
INTASC.2	STANDARD: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
INTASC.2.A	K: The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
INTASC.2.B	K: The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
INTASC.2.C	K: The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
INTASC.2.D	D: The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
INTASC.2.E	D: The teacher is disposed to use students' strengths as a basis for growth, and their errors as an

	opportunity for learning.
INTASC.3	STANDARD: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
INTASC.3.A	K: The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
INTASC.3.D	K: The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
INTASC.3.E	K: The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
INTASC.3.F	D: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
INTASC.3.H	D: The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
INTASC.3.I	D: The teacher is sensitive to community and cultural norms.
INTASC.3.K	P: The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
INTASC.3.L	P: The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
INTASC.3.O	P: The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
INTASC.3.P	P: The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
INTASC.6.J	P: The teacher supports and expands learner expression in speaking, writing, and other media.
INTASC.6.L	P: The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
INTASC.6.M	P: The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.
INTASC.7	STANDARD: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
INTASC.7.B	K: The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
INTASC.7.C	K: The teacher knows when and how to adjust plans based on student responses and other contingencies.
INTASC.7.D	D: The teacher values both long term and short term planning.
INTASC.7.E	D: The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
INTASC.7.F	D: The teacher values planning as a collegial activity.
INTASC.7.G	P: As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions,

	encourage exploration and problem-solving, and build new skills on those previously acquired).
INTASC.7.I	P: The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
INTASC.7.K	P: The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.
INTASC.8	STANDARD: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
INTASC.8.A	K: The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
INTASC.8.B	K: The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
INTASC.8.C	K: The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.
INTASC.8.D	D: The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
INTASC.8.E	D: The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
INTASC.8.F	P: The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
INTASC.9	STANDARD: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
INTASC.9.A	K: The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
INTASC.9.B	K: The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).
INTASC.9.C	D: The teacher values critical thinking and self-directed learning as habits of mind.
INTASC.9.D	D: The teacher is committed to reflection, assessment, and learning as an ongoing process.
INTASC.9.E	D: The teacher is willing to give and receive help.
INTASC.9.G	D: The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
INTASC.9.I	P: The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
INTASC.10.A	K: The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
INTASC.10.B	K: The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

INTASC.10.D	D: The teacher values and appreciates the importance of all aspects of a child's experience.
INTASC.10.H	D: The teacher is willing to work with other professionals to improve the overall learning environment for students.
INTASC.10.I	P: The teacher participates in collegial activities designed to make the entire school a productive learning environment.
INTASC.10.K	P: The teacher can identify and use community resources to foster student learning.
ISTE.1.1.2	PI: use terminology related to computers and technology appropriately in written and oral communications
ISTE.1.1.5	PI: demonstrate knowledge of uses of computers and technology in business, industry, and society
ISTE.1.2.1	PI: use productivity tools for word processing, database management, and spreadsheet applications
ISTE.1.2.2	PI: apply productivity tools for creating multimedia presentations
ISTE.1.2.3	PI: use computer-based technologies, including telecommunications, to access information and enhance personal and professional productivity
ISTE.1.2.4	PI: use computers to support problem solving, data collection, information management, communications, presentations, and decision making
ISTE.1.3.1	PI: explore, evaluate, and use computer/technology resources including applications, tools, educational software, and associated documentation
ISTE.1.3.5	PI: practice responsible, ethical, and legal use of technology, information, and software resources
ISTE.2.2.1	PI: use advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products
ISTE.2.2.4	PI: use teacher utility and classroom management tools to design solutions for a specific purpose
ISTE.2.2.5	PI: identify, select, and integrate video and digital images in varying formats for use in presentations, publications, and/or other products
ISTE.2.2.6	PI: use features of applications that integrate word processing, database, spreadsheet, communication, and other tools
ISTE.2.4	Research, Problem Solving, and Product Development. Candidates will use computers and other technologies in research, problem solving, and product development. Candidates use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed
ISTE.2.4.1	PI: identify basic principles of instructional design associated with the development of multimedia and hypermedia learning materials
ISTE.2.4.10	PI: conduct research and evaluate on-line sources of information that support and enhance the curriculum
ISTE.2.4.4	PI: participate in collaborative projects and team activities
ISTE.2.4.6	PI: collaborate in on-line workgroups to build bodies of knowledge around specific topics
ISTE.2.4.7	PI: use a computer projection device to support and deliver oral presentations
ISTE.2.4.8	PI: design and publish simple on-line documents that present information and include links to critical resources
ISTE.2.4.9	PI: develop instructional units that involve compiling, organizing, analyzing, and synthesizing of information and use technology to support these processes
ISTE.LDR.4.1	Research and Theories. Candidates will identify and apply educational and technology-related research, the psychology of learning, and instructional design principles in guiding use of

	computers and technology in education
ISTE.LDR.5.1	Instructional Program Development. Candidates will develop curricular plans based on local, state, and national standards for the use of computers and other associated technologies
ISTE.LDR.5.1.1	PI: describe and analyze accepted principles of strategic planning to facilitate curriculum design for teaching with computers and related technologies
ISTE.LDR.5.1.2	PI: identify and use national, state, and local guidelines to develop curriculum plans for integrating technology in the K-12 environment
ISTE.LDR.5.5.3	PI: demonstrate knowledge of effective group process skills