



EDUC 5123 Instructional Design Summer 2017

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Required Text:

- <http://www.curriculu21.com/about>
- http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- <http://education.ky.gov/educational/diff/Pages/UDL.aspx>
- <http://education.ky.gov/curriculum/conpro/Worldlang/Pages/21st-Century-Skills.aspx>
- <http://mediaportal.education.ky.gov/college-and-career-readiness/career-and-technical-education/2014/09/parents-cte-video/>
- <http://www.p21.org/our-work/p21-framework>
- <http://www.ascd.org/publications/newsletters/policy-priorities/vol17/num04/Can-Social-Media-and-School-Policies-be-%C2%A3Friends%C2%A3%C2%A2.aspx>
- <https://www.edutopia.org/social-media-education-resources>
- <https://ww2.kqed.org/mindshift/2013/12/04/should-schools-teach-social-media-skills/>

Optional Texts:

- Text: Wiggins, Grant, & McTighe, Jay. (2005). *Understanding by Design*. (2nd Edition). Upper Saddle River, NJ: Prentice Hall.
- Text: Jacobs, Heidi H. (Ed.). (2010). *Curriculum 21: Essential Education for a Changing World*. Alexandria, VA: Association for Supervision and Curriculum Development.

Required Materials:

- **Internet access to Blackboard course and online live classes**

Course Description:

The course prepares the classroom teacher to give leadership within the school community in the designing of instruction and curriculum through alignment to standards and assessment that focus on developing 21st century skills, increasing student understanding, and moving students to higher levels of critical thinking at all grade levels. An exploration of innovative use of time and space, global perspectives, and curriculum mapping provides a new curricular approach for teachers as they lead their school colleagues to examine curriculum choices and to prepare students for the challenges of the future and readiness for college and career.

Conceptual Framework:

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The Division of Education and the Unit for Teacher Preparation supports its philosophy and motto “Teacher as Leader for the 21st Century” through a rigorous professional education curriculum and through their Conceptual Framework. Knowledge, pedagogy, leadership, and reflective best practice are the four key concepts of the Conceptual Framework of which each program is based. This philosophy and motto is the foundation for all activities and coursework.

LINDSEY WILSON COLLEGE
STATEMENTS FOR INCLUSION IN THE SYLLABUS
2016-2017

Academic Integrity

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following Honor Code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials. Academic dishonesty is a profoundly serious offense because it involved an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to move the student before the campus Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved. **Note:** The College encourages the use of Safe Assign to detect plagiarized documents.

Questioning a Grade -- The Student Academic Complaint Policy

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed

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grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, "receipt" is defined by when the final grade is posted online by the registrar. (Please refer to the next section for appealing a final grade.)

2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.

3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.

4. If either the student or the faculty member desires to appeal the decision of the Division Chair, the student or faculty member may, within seven (7) days by written request to the chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.

5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.

2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific basis for the appeal.

3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

Policy for Verification of Student Identity and Protection of Privacy

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

a) A secure login and pass code;

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- b) Proctored examinations; and/or
- c) Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at:

<http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

Institutional Review Board (IRB) Policies

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic units, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g. MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at <http://php.nihtraining.com/users/login.php>.

Statement on Learning/Physical Disabilities

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. Students needing accommodation should apply as early as possible, usually before May 15. Immediately after acceptance, students need to identify and document the nature of their disabilities. It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school Individualized Education Program (IEP) and results from testing done by a psychologist, psychiatrist, or qualified, licensed person. The College does not provide assessment services for students who may be learning disabled. Although LWC provides limited personal counseling for all students, the College does not have structured programs available for students with emotional or behavioral disabilities. For more information, call Ben Martin at 270-384-7479.

Academic Success Center

The Academic Success Center, located in the Everett Building, offers peer tutoring to aid students in completing class assignments, preparing for exams and improving their understanding of content covered in a particular course. In addition, computers are available for student use.

Students are encouraged to utilize this Center as a resource for improving study strategies and reading techniques. The Center also offers assistance with other academic problems resulting from documented learning disabilities. All services are free of charge to all Lindsey Wilson College students (students with learning disabilities are responsible for providing documentation from an appropriate outside

professional source such as a professional evaluation or school IEP). Please contact Maretta Garner, Tutor Coordinator at 384-8037 for further information and assistance.

Writing Center and Mathematics Center

The Writing Center (located in the Slider Humanities & Fine Arts Building), and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Math Tutor Coordinator, at 384-8115 for further information and assistance.

Final Exams

The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** the final exam week. **Students will not be permitted to take early finals** unless extenuating circumstances exist. "Extenuating circumstance" means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

Email Policy

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

Cell Phone Policy

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

Adding/Dropping a Course

Students enrolled in the following courses cannot drop these classes during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the Columbia campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Director of the Evening Program. For courses taught at Community sites, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Site Coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75% of the instructional days for a course are completed, as outlined below:

Course	Deadline	Submitted by the Student to
Columbia undergraduate and graduate full semester courses	Not later than 30 days before the end of the semester	Registrar

AIM courses	By the sixth week of class	Registrar
Courses at Community Campuses	By the third weekend of class	Site Coordinator or the Registrar

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

Course Objectives:

Through successful completion of the course, master's candidates will meet the following objectives:

1. Identify the curriculum needs of 21st century schools based on current research. (**Program Goal: Knowledge, Pedagogy**)
2. Demonstrate an understanding of curriculum that addresses life and career skills; media skills; critical thinking skills; and core subjects for the 21st century. (**Program Goal: Knowledge, Pedagogy, Reflective Best Practice**)
3. Articulate and give leadership in implementing the elements of innovative instructional design that will improve school curriculum and student learning. (**Program Goal: Knowledge, Pedagogy, Leadership, Reflective Best Practice**)
4. Identify assessments that effectively measure skills needed for success in the 21st century through college and career. (**Program Goal: Knowledge, Pedagogy**)
5. Collaboratively explore new models for improving school curriculum to meet student needs for college and career readiness in the 21st century. (**Program Goal: Knowledge, Pedagogy, Leadership, Reflective Best Practice**)

Course Requirements/Assessment Tasks

The LWC graduate student will engage in a variety of tasks including:

1. Reading, participation, and Blackboard discussions (40points)
2. Scavenger Hunt/White Paper (15 points)
3. Assessment Plan (15 points)
4. Instructional Design Curriculum Presentation (15 points)
5. 21st Century Design Project (15 points)

ASSESSMENT ITEMS **All assignments are due by email to jonesl@lindsey.edu by 11:59 pm central time of the specified date. All Blackboard posts are due by 11:59pm central time of the specified date.	DUE DATE	ASSESSMENT Points Possible
Blackboard initial post 1:	Week 1, Wed	5 points
Blackboard response 1 to at least one peer:	Week 1, Fri	5 points

Assignment One: Scavenger Hunt/White Paper	Week 1, Sat	15 points
Blackboard initial post 2	Week 2, Wed	5 Points
Blackboard response 2 to at least one peer	Week 2, Fri	5 points
Assignment Two: Assessment Plan	Week 2, Sat	15 points
Blackboard initial post 3	Week 3, Wed	5 points
Blackboard response 3 to at least one peer	Week Fri	5 points
Assignment Three:	Week 3, Sat	15 points
Blackboard initial post 4	Week 4, Tues	5 points
Blackboard response 4 to at least one peer	Week 4, Wed	5 points
Assignment Four: 21 st Century Design Project	Week 4, Thur	15 points
*Changes may be made at the instructor's discretion	Total	100 points

All work is due on assigned date even if you are absent

Grading

Grades will be assigned on the basis of accumulated points at the end of the semester. Points are earned through the completion of activities, attendance, and other assessment activities.

Grading Scale (Percent):

100 - 95 = A	94 - 90 = A-
89 - 86 = B+	85 - 83 = B
82 - 80 = B-	79 - 76 = C+
75 - 70 = C	69 - 60 = D
59 AND BELOW = F	

Online meetings will be held at 4:00 PM- 5pm Central Time using Adobe Connect. Log in through your Lindsey email.

DATES	ACTIVITIES (SUBJECT TO CHANGE)
Week 1 July 2-8	Objective: The learner will be able to define instructional design, understanding by design, and backwards design using the Kentucky Department of Education's website and other research-based resources.

Essential Question: What is instructional design?

Terms to Know:

- Instructional design
- Understanding by design
- Backwards design

Reading:

- http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- <http://education.ky.gov/educational/diff/Pages/UDL.aspx>
- <https://ww2.kqed.org/mindshift/2013/12/04/should-schools-teach-social-media-skills/>

Black Board Discussion:

- Initial Post: After reading the article, “Understanding by Design Framework” by Jay Mctighe and Grant Wiggins and conducting a scavenger hunt on the Kentucky Department of Education website please define instructional design, understanding by design, and backwards design in your own words. In your definition be sure to describe how you would use each of these in your classrooms along with describing what the term actually means.
- Peer Response: In your response to at least one peer, react to the post by connecting with an example by asking a clarifying question or adding a similar or different experience that you’ve had. If you have any questions about the way they defined the terms, then asking that question could be entered here. Your response should include more depth of knowledge than a “I really liked your post” response and rather should cause the reader to think deeply about the readings, examples, connections, etc.

Assignment: Scavenger Hunt/White Paper

- Go to the Kentucky Department of Education’s Website: <http://education.ky.gov/educational/diff/Pages/UDL.aspx>
- Be sure to take notes and list any questions that you may have as we can discuss these during our virtual class discussion.
- Read the information for Understanding by Design. Pay close attention to the Universal Design for Learning Guidelines.
- Choose one of the web resources to review.
- View one of the three videos that are listed on the page.
- In a 1-3 page white paper/reflection paper discuss what new information you learned and how you will incorporate what you have learned into your classroom. Be sure to use APA 6th edition formatting for your paper.

<p>Week 2 July 9-15</p>	<p>Objective: The learner will (1) identify assessments that effectively measure skills needed for success in the 21st century and (2) identify the curriculum needs of 21st century schools based on current research</p> <p>Essential Question: What are 21st century skills and how can I ensure that my classroom prepares students for the 21st century?</p> <p>Terms to Know:</p> <ul style="list-style-type: none"> • 21st century skills • Partnership for 21st Century Skills (P21) • Critical thinking and problem solving (3Rs) • Communication, collaboration, creativity, innovation (4Cs) <p>Reading:</p> <ul style="list-style-type: none"> • http://www.curriculu21.com/about • http://education.ky.gov/curriculum/conpro/Worldlang/Pages/21st-Century-Skills.aspx • http://www.p21.org/our-work/p21-framework • http://www.p21.org/component/taxonomy/term/summary/41/243 <p>Black Board Discussion:</p> <ul style="list-style-type: none"> • Initial post: Go to website: http://www.p21.org/component/taxonomy/term/summary/41/243 Choose one assessment blog entry to read for example “Wad-Ja-Learn” or “Student Empowerment-Getting to Vision from Practice”. You do not have to read these two blogs, but can select any of the blogs listed on the website. For your initial post, tell us which blog entry you read, provide a brief summary of the blog post, and describe how you might incorporate this into your classroom. • Peer Response: Select a classmate’s initial response that reviews a blog that is different from the one that you read. Explain how you might use the strategies discussed in your classroom through comparing and contrasting the example provided by your peer. <p>Assignment: 21st Assessment Plan</p> <ul style="list-style-type: none"> • Create an assessment plan for your classroom by incorporating 21st century skills. Select one standard and describe the different types of assessment you could use to gauge student mastery of this standard. This assignment may be a detailed list or an actual edited lesson plan where you have incorporated these skills into a lesson. • Describe how you can use kahoot!, blogs, Edmodo, or other technologies as tools to help assess student.
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Week 3
July 16-22

Objective: The learner will be able to demonstrate an understanding of curriculum that addresses life and career skills; media skills; critical thinking skills; and core subjects for the 21st century

Essential Question: How can curriculum address life and career skills; media skills; critical thinking skills; and core subjects for the 21st century?

Terms to Know:

- College and career readiness
- 21st century skills

Reading:

- <http://mediaportal.education.ky.gov/college-and-career-readiness/career-and-technical-education/2014/09/parents-cte-video/>
- <http://www.ascd.org/publications/newsletters/policy-priorities/vol17/num04/Can-Social-Media-and-School-Policies-be-%C2%A3Friends%C2%A3%C2%A2.aspx>
- <https://www.edutopia.org/social-media-education-resources>

Black Board Discussion:

- Initial post: How has your classroom, school, or any other classroom/school you observed addressed life and career skills; media skills; critical thinking skills? Be sure to provide detail in what incorporated these skills looked like and the impact that they had. Use this source <https://www.edutopia.org/social-media-education-resources> as a resource.
- Peer response: Provide a detailed response to your peer based on what they posted. Ask a clarifying question or add information about how your experience has been similar or different or provide a resource that may be helpful to your peer based on his or her response.

Assignment:

- **Think about the current curriculum that you use or will be using at your school. How can you increase the way in which life and career skills, media skills, critical thinking skills, and other 21st century skills are presented to students? This source provides many examples of how you can use these skills in your school: <https://www.edutopia.org/social-media-education-resources> Create an interactive 10 minute presentation using prezzi, powerpoint, etc. to answer the following questions:**
- **How do you (or your school) currently use technology to increase life and career skills, media skills, critical thinking skills, and other 21st century skills?**
- **After reviewing the webpage source “Social Media in Education: Resource Toolkit” <https://www.edutopia.org/social-media-education-resources> how can you improve the way you teach and evaluate life and career skills? Provide specific examples and resources.**

	<ul style="list-style-type: none"> • After reviewing the webpage source “Social Media in Education: Resource Toolkit” https://www.edutopia.org/social-media-education-resources how can you improve the way you teach and evaluate media skills? Provide specific examples and resources. • After reviewing the webpage source “Social Media in Education: Resource Toolkit” https://www.edutopia.org/social-media-education-resources how can you improve the way you teach and evaluate critical thinking skills? Provide specific examples and resources. • After reviewing the webpage source “Social Media in Education: Resource Toolkit” https://www.edutopia.org/social-media-education-resources how can you improve the way you teach and evaluate other 21st century skills? Provide specific examples and resources. • You may have an opportunity to present this to the class in our online course.
Week 4 July 23-29	<p>Objective: The learner will be able to (1) collaboratively explore new models for improving school curriculum to meet student needs for the 21st century (2) articulate and give leadership in implementing the elements of innovative instructional design that will improve school curriculum and student learning</p> <p>Essential Question: How can I ensure that my classroom is designed for the 21st century?</p> <p>Terms to Know:</p> <ul style="list-style-type: none"> • Review all terms for the course and those added in our online meetings <p>Reading:</p> <ul style="list-style-type: none"> • https://www.edutopia.org/social-media-education-resources Review the video entitled, “Mimi Ito on Learning in Social Media Spaces” that is at the middle of the page • https://www.edutopia.org/blog/professional-learning-curate-share-connect-beth-holland • https://ww2.kqed.org/mindshift/2013/12/04/should-schools-teach-social-media-skills/ <p>Black Board Discussion:</p> <ul style="list-style-type: none"> • Initial post: After viewing the video “Mimi Ito on Learning in Social Media Spaces” and reflecting on each of the discussions and class readings think through a new model for improving school curriculum to meet needs for 21st century. Answer the following question (using specific examples): How can we “marry” formal and informal learning to aid in students developing 21st century skills? • Peer response: After reviewing each of the post, respond to one that resonated with you because it was different or very similar to something that you do in your classroom. Explain why it resonated with you and what aspects of the post you can put in into your teacher toolkit.

	<p>Assignment: 21st Century Design Project</p> <ul style="list-style-type: none"> This is a culminating project that should help you to synthesize the information you reviewed throughout the course. You should design an action plan for your classroom or school that will demonstrate your skills of instructional design, backwards design, and 21st century schools. Your plan can be in any format that works for you as long as you articulate and give leadership in implementing the elements of innovative instructional design that will improve school curriculum and student learning.
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Alignment of Course Objectives to Competency Standards

In this and all education courses, the course **objectives are aligned with learning outcomes** from the Education Division, Lindsey Wilson College, and standards from Kentucky Department of Education and agencies that set guidelines and standards for teacher preparation. These **outcomes** are addressed in course assessment tasks to demonstrate that each student in the course meets the identified standards and outcomes. These standards are:

Lindsey Wilson College Essential Learning Outcomes <ol style="list-style-type: none"> 1. Communicate Effectively 2. Effective Skills of Inquiry and Analysis 3. Engaged, culturally aware citizen of the nation and the world 4. Apply and Integrate Knowledge 	Division of Education Candidate Learning Outcomes <ol style="list-style-type: none"> 1. Knowledge 2. Pedagogy 3. Leadership 4. Reflective Best Practice
21st Century Skills <ol style="list-style-type: none"> 1. Core Subjects and 21st Century Themes 2. Learning and Innovation Skills 3. Information, Media and Technology Skills 4. Life and Career Skills 	Kentucky Teacher Standards: <ol style="list-style-type: none"> 1. The teacher demonstrates applied content knowledge. 2. The teacher designs and plans instruction. 3. The teacher creates and maintains learning climate. 4. The teacher implements and manages instruction. 5. The teacher assesses and communicates learning results. 6. The teacher demonstrates the implementation of technology. 7. Reflects on and evaluates teaching and learning. 8. Collaborates with colleagues/parents/others. 9. Evaluates teaching and implements professional development. 10. Provides leadership within school/community/profession.
EPSB Themes: <ul style="list-style-type: none"> Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity) Assessment (developing skills to assess student learning) Literacy/Reading Closing the Achievement Gap (identify what courses emphasize strategies for closing the gap) 	
ISTE National Educational Technology Standards: For Students: <ol style="list-style-type: none"> 1. Creativity and Innovation 2. Communication and Collaboration 3. Research and Information Fluency 4. Critical Thinking, Problem Solving, and Decision Making 5. Digital Citizenship 6. Technology Operations and Concepts 	For Teachers: <ol style="list-style-type: none"> 1. Facilitate and Inspire Student Learning and Creativity 2. Design and Develop Digital-Age Learning Experiences and Assessments 3. Model Digital-Age Work and Learning 4. Promote and Model Digital Citizenship and Responsibility 5. Engage in Professional Growth and Leadership
Council for Accreditation of Educator Programs (CAEP) Standard 1 Content and Pedagogical Knowledge Standard 2 Clinical Partnerships and Practice Standard 3 Candidate Quality, Recruitment, and Selectivity Standard 4 Program Impact Standard 5 Provider Quality Assurance and Continuous	Interstate Teacher Assessment and Support Consortium (InTASC) InTASC 1 Learner Development InTASC 2 Learner Differences InTASC 3 Learning Environments InTASC 4 Content Knowledge InTASC 5 Application of Content InTASC 6 Assessment

Improvement	InTASC 7 Planning for Instruction InTASK 8 Instructional Strategies InTASC 9 Professional Learning and Ethical Practice InTASC 10 Leadership and Collaboration
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Framework for Teaching – (PGES)

Domain 1

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

Domain 2

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

Domain 3

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

Domain 4

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors,

coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

Course Objectives	KTS	ISTE	SISI	EPSB	KERA Initiatives	21st Century Skills	Outcomes
1. Identify the curriculum needs of 21 st century schools based on current research	1,2,3 5,6	1.2 2.4	1, 3, 4,	Diversity Assessment Literacy Achievement Gap	Curriculum design based on KERA Initiatives	Digital Age Literacy Inventive Thinking Effective Communication	White Paper/Scaven ger Hunt Curriculum Map 21 st Cent. Design Project
2. Demonstrate an understanding of curriculum that addresses life and career skills; media skills; critical thinking skills; and core subjects for the 21 st century	1,2,3 6,9	1.2 1.3 2.5	1, 3, 4,	Assessment Literacy	Curriculum design based on KERA Initiatives	Digital Age Literacy Inventive Thinking Effective Communication High Productivity	White Paper/Scaven ger Hunt Curriculum Map 21 st Cent. Design Project
3. Articulate and give leadership in implementing the elements of innovative instructional design that will improve school curriculum and student learning	1, 2, 3, 4, 5, 6, 7, 8, 10	1.2 1.3 2.4 2.5	1, 3, 4, 6, 7	Diversity Assessment Literacy Achievement Gap	Curriculum design based on KERA Initiatives	Digital Age Literacy Inventive Thinking Effective Communication High Productivity	Lead. Reflect. Journal 21 st Cent. Design Project
4. Identify assessments that effectively measure skills needed for success in the 21 st century	1, 5, 6, 7	1.2 1.3 2.4	1, 2,	Assessment Literacy	Assessment design based on KERA Initiatives	Digital Age Literacy Inventive Thinking Effective Communication High Productivity	Curriculum Map 21 st Cent. Design Project
5. Collaboratively explore new models for improving school curriculum to meet student needs for the 21 st century	1, 2, 3, 5, 8, 10	1.2 1.3 2.4 2.5	1, 2, 3, 4, 6, 7	Diversity Assessment Literacy Achievement Gap	Curriculum design based on KERA Initiatives	Digital Age Literacy Inventive Thinking Effective Communication High Productivity	Lead. Reflect. Journal White Paper/Scaven ger Hunt Curriculum Map 21 st Cent. Design Project

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