

**EDUC 5163 School Leadership & Professional Learning Communities**

**Spring 2016**

**Dr. David W. Moffett**

**Chair & Professor**

**Education Division**

**Lindsey Wilson College**

[**moffettd@lindsey.edu**](mailto:moffettd@lindsey.edu)

**Office phone: 270-384-8135**

**(note: It is always best to email me for a timely reply)**

**Required Text:**

**DuFour, Eaker, and Dufour. On Common Ground: The Power of Professional Learning Communities**

**National Educational Service, Bloomington, 2005. 1-9322127-42-9**

**Required Materials:**

**A variety of scholarly articles pertaining to professional learning communities and schools, as assigned across the semester, and a large 3-ring binder for collecting and organizing notes, articles, course discussions, course papers, etc. Internet access and equipment compatible with the asynchronous and synchronous course sessions.**

**Course Description:**

Examines the concept of the Professional Learning Community (PLC). The class will examine

several PLC models, including the Three Basic Ideas as presented by Robert DuFour, (2004).

Special emphasis is given to the personal teaching and leadership skills needed to develop, thrive,

and be a contributing member within a PLC.

**Conceptual Framework:**

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.

**LWC Policies**

**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 has purchased Turnitin.com, a web product used 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 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;

        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 unites, 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 mush 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.

**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.

**Course Objectives:**

The purpose of this course is to cause course participants to be proficient in leading, and being active participants in, a professional learning community in their school.

1. Course participants shall create a description and reflection of their current school culture and climate, in regard to openness to a Professional Learning Community (PLC).
2. Course participants shall analyze and evaluate theorists and their theories regarding PLCs.
3. Course participants shall analyze and evaluate scholarly articles focused on PLCs.
4. Course Participants shall synthesize theoretical perspectives and scholarly articles regarding PLCs into description and reaction papers.
5. Course Participants shall analyze the conceptual framework for PLCs.
6. Course Participants shall create a literature review of theory and practice in PLCs.
7. Course Participants shall create a present or future school PLC plan.
8. Course Participants shall comprehend and evaluate the course’s intention of being a PLC.

**Course Calendar and Weekly Activities (note: The calendar is subject to change. Check your Lindsey.edu daily, while in this course and others)**

**Week 1 (Jan 19-23)** Introduction and course overview. Assignment: Read course syllabus, textbook Foreward, Introduction, and Chapter 1. Write a 2 to 3 page APA style description and reaction paper of assigned readings.

**Week 2 (Jan 24-Jan 30)** Post F/I/Ch 1 paper by Sunday Midnight 1/24 in our Week 2 Blackboard discussion forum. Read all participants’ papers. Reply to three participants’ papers (see rubrics for online papers and replies, and strive to reply to different participants across the weeks of course discussions) by Wednesday 1/27 Midnight. Online discussion regarding readings and readings Thursday, 1/28 5 pm CST. Send instructor an email reflection, moffettd@lindsey.edu, (see information regarding content of email reflections) by Monday morning 2/1 9 a.m. regarding the week’s activities.

**Week 3 (Jan 31-Feb 6)** Assignment: Write a 2 to 3 page APA style paper regarding the current culture and climate of your school (do not include school name, peoples’ names, school location, etc.) Simply describe in detail the school’s culture and climate regarding its openness to having a Professional Learning Community. Post your paper in our Week 3 Blackboard discussion forum by Sunday Midnight 1/31. Read all participants’ papers. Provide 3 replies to other participants (see reply rubric) by Wednesday Midnight 2/3. Online discussion regarding week 3 papers and replies, Thursday Feb 4th, 5 pm CST. Send instructor an email reflection by Monday morning 2/8 9 a.m. regarding the week’s activities

**Week 4 (Feb 7-Feb 13)** Read text chapter 2 and select and read a scholarly article related to it. Merge chapter 2 and your selected article into an APA style 2 to 3 page description and reaction paper of them. Be sure to include both your text and article references on the paper’s reference page. Post your paper in our Week 4 Blackboard discussion forum by Sunday Midnight 2/7. Read all papers and provide 3 replies by Midnight Wednesday Feb 10. Online discussion regarding week 4 papers and replies, Thursday Feb 11th, 5 pm CST. Send instructor an email reflection by Monday morning 2/15, 9 a.m. regarding the week’s activities.

**Week 5 (Feb 14-Feb 20)** Read text chapters 3 & 4, and a related scholarly article. Create a 2 to 3 page APA style description and reaction paper to the readings. Post your paper in our Week 5 Blackboard discussion forum by Midnight 2/14. By Wednesday Midnight 2/17 read all papers and reply to 3. Online discussion regarding week 5 papers and replies, Thursday Feb 18th, 5 pm CST. Send instructor an email reflection by Monday morning 2/22, 9 a.m. regarding the week’s activities.

**Week 6 (Feb 21-Feb 27)** Read text chapters 5 & 6, and a related scholarly article. Create a 2 to 3 page APA style description and reaction paper to the readings. Post your paper in our Week 6 Blackboard discussion forum by Midnight 2/21. By Wednesday Midnight 2/24 read all papers and reply to 3. Online discussion regarding week 6 papers and replies, Thursday Feb 25th, 5 pm CST. Send instructor an email reflection by Monday morning Feb 29, 9 a.m. regarding the week’s activities.

**Week 7 (Feb 28-Mar 5)** Read text chapters 7 & 8, and the Moffett/Tejeda/Nikodym related papers. Create a 2 to 3 page APA style description and reaction paper to the readings. Post your paper in our Week 7 Blackboard discussion forum by Midnight 2/28. By Wednesday Midnight 3/2 read all papers and reply to 3. Online discussion regarding week 7 papers and replies, Thursday Mar 3rd, 5 pm CST. Send instructor an email reflection by Monday morning Mar 7, 9 a.m. regarding the week’s activities.

**Week 8 (Mar 6-Fri Mar 11) Midterm** (Compilation of assigned readings, selected articles, and assigned papers in narrative form from course thus far). Post your Midterm paper in our Week 8 Blackboard discussion forum by Midnight, Mar 6. Read all papers and reply to 3 by Wednesday Midnight Mar 9. Online episode Thurs Mar 10 5 pm CST. Email reflection for Week 8 activities due Mon March 21 9 a.m. after Spring Break.

**Spring Break (March 12-19) Note: Daylight Savings Time begins March 13th.**

**Week 9 (Mar 20-Mar 26)** Read text chapter 9, and a related scholarly article. Create a 2 to 3 page APA style description and reaction paper to the readings. Post your paper in our Week 9 Blackboard discussion forum by Midnight 3/20. By Wednesday Midnight 3/23 read all papers and reply to 3. No online episode this week. Send instructor an email reflection by Monday morning Mar 28, 9 a.m. regarding the week’s activities.

**Week 10 (Mar 27-Apr 2)** Read text chapter 10, and a related scholarly article. Create a 2 to 3 page APA style description and reaction paper to the readings. Post your paper in our Week 10 Blackboard discussion forum by Midnight 3/27. By Wednesday Midnight 3/30 read all papers and reply to 3. Online discussion regarding week 10 papers and replies, Thursday Mar 31st, 5 pm CDT. Send instructor an email reflection by Monday morning Apr 4, 9 a.m. regarding the week’s activities.

**Week 11 (Apr 3-Apr 9)** Read text chapter 11, and a related scholarly article. Create a 2 to 3 page APA style description and reaction paper to the readings. Post your paper in our Week 11 Blackboard discussion forum by Midnight 4/3. By Wednesday Midnight 4/6 read all papers and reply to 3. Online discussion regarding week 11 papers and replies, Thursday Apr 7, 5 pm CDT. Send instructor an email reflection by Monday morning Apr 11, 9 a.m. regarding the week’s activities.

**Week 12 (Apr 10-Apr 16)** Read text chapter 12, and a related scholarly article. Create a 2 to 3 page APA style description and reaction paper to the readings. Post your paper in our Week 12 Blackboard discussion forum by Midnight 4/10. By Wednesday Midnight 4/13 read all papers and reply to 3. Online discussion regarding week 12 papers and replies, Thursday Apr 14, 5 pm CDT. Send instructor an email reflection by Monday morning Apr 18, 9 a.m. regarding the week’s activities.

**Week 13 (Apr 17-Apr 23)** Creation of grand literature review (combining Midterm literature review with all materials garnered since the Midterm). Devote all course energies this week to the creation of your PLC Literature Review. No online episode this week. No email reflection for the week’s activities this week.

**Week 14 (Apr 24-Apr 30)** Post your grand literature review in our Week 14 Blackboard discussion forum by Midnight 4/24. Read all participants’ literature reviews and reply to 3 by Wednesday Apr 27 Midnight. Online discussion regarding week 14 literature reviews and replies, Thursday Apr 28 5 p.m. CDT. Send instructor an email reflection by Monday morning May 2 9 am regarding the week’s activities.

**Week 15 (May 1-May 7)** Creation of personal PLC Action Plan for present/future school (applying literature review, reflections, discussions, and thoughts). Devote all course energies this week to the creation of your PLC Action Plan. No online episode this week. No email reflection for the week’s activities this week.

**Week 16 (May 8-May 12 Finals Week)** Post your PLC Action Plan in our Week 16 Blackboard discussion forum by Midnight 5/7. Read all participants’ PLC Action Plans and reply to 3 by Wednesday Midnight May 11. Send a one page free write course reflection in attached Word document form via email to the instructor moffettd@lindsey.edu by Noon Thursday May 12.

Thank you for your participation in the course.

**Rubrics for Blackboard discussions’ papers and replies:**

Follow discussion and reply guidelines. Post papers and replies only during prescribed time sessions in each forum. Work posted before or after prescribed time sessions typically result in loss of points.

Note that there is most likely a “timeout” feature in Blackboard so you should compose all lengthy posts and replies in Word so you do not lose your written work. It is suggested to save your papers in Word using course prefix, number, and particular assignment name for easy retrieval.

No Flaming:

Avoid Flaming\*or nonsensical discussion board posts such as “I agree.”

Points shall be deducted for such unprofessional online demeanor

\*Flaming is a term representing postings or remarks online that would be unbecoming and inappropriate in an on-site course. Always, practice common courtesy and charity in your posts and replies.

**Rubric for Online Papers, etc.**

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct, organized, scholarly, and in response to all of the assignment in an in-depth manner. The assignment contained APA formatted references and text and/or article citations to support facts and opinions.

75-99% of the total points allotted: The completed assignment was good, with most of the qualities that are described above but perhaps lacking in some element listed above.

51-74% of the total points allotted: The completed assignment needed improvement. It contained some of the required elements but was clearly lacking in some area(s).

1 to 50% of the total points allotted: The completed assignment was of poor quality, incomplete, or late.

0% of the total points allotted: The completed assignment was not submitted by the due date guidelines, or was of unacceptable quality, or contained evidence of plagiarism, or contained unacceptable language.

**Rubric for Online Replies**

100% of the total points allotted: The participant provided three or more in depth discussion postings that were relevant to the discussion as assigned, during the prescribed discussion time window. A hot website to extend the discussion was included in both the body of the reply as well as in the appropriate APA reference. The reply was written in context to the fellow participant’s posts, contained thoughtful comments, critiques, or questions that added to the discussion(s). The replies did not contain typos or grammatical errors. Facts were validated with APA references, and opinions were relevant and tied to the facts. The participant made a good effort to post thoughtful replies and it is clear that they logged on more than once in the discussion.

75-99% of the total points allotted: The replies were good but lacking in some minor aspect, or the participant did not completely reply in a manner described above, or the participant’s login online activity appears to be merely once in the prescribed discussion episode.

51-74% of the total points allotted: Posting quality or participation needed improvement. There were some of the required elements listed above in the replies but there was a clear lack in some area(s). APA citation for the shared website was incorrect.

1-50% of the total points allotted: The reply quality, participation, or timeliness is poor, or the participant did not post according to directions. There was no APA reference for the shared website.

0% of the total points allotted: Either there were no replies posted or the posts were of unacceptable quality, or the reply contained unacceptable, rude, or “flaming” language.

**Contents of email reflections sent to Instructor:**

Weekly email reflections, when assigned, should include discussion regarding who you replied to in Blackboard discussions, and why, who replied to you and what they had to say, what you learned from the assigned readings, what you learned from the Blackboard papers and replies, and what you learned from the live, online session. The email reflections are to be sent to the instructor on certain days by certain times, per the syllabus. Upon receiving the email reflection, the instructor reads them and replies with feedback and points earned for the week. Please keep track of your points earned across the course so you know your standing in the course.

**Information regarding attaching your assigned papers in Blackboard discussion forums:**

Assigned papers that are to be placed in Blackboard should be in Word document form and attached in the appropriate weekly discussion forum. Attach your paper and in the subject line of your discussion post place your name and the title of the paper. Within the body of the post, instruct course participants to open the attached document. As noted in the course syllabus, type your papers and lengthy replies in Word so they are not lost as a result of Blackboard “timing out”.

**Synchronous (Live) Sessions**

Adobe Connect will be used for the live online episodes. See the course calendar herein for the schedule.

The URL for our online synchronous sessions is: <https://lwc.adobeconnect.com/moffetteduc5163spr16/>

Please make note of this URL for the sessions.

Course Assignments Overview & Possible Points

10 Chapter, etc papers @ 10 pts each 100

Midterm Literature Review 25

Grand Literature Review 25

PLC Action Plan 25

13 Blackboard weeks with replies @ 5 points each 65

12 email reflections as assigned @ 5 points each 60

9 live online episodes @ 5 points each 45

Free write course reflection 10

Total points= 355

**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

**Competencies/Standards:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **KTS** | **ISTE** | **SISI** | **EPSB** | **KERA Initiatives** | **21st Century Skills** | **Outcomes** |
| 1. Identify and develop characteristics, traits, and qualities of effective teachers as leaders based on current research and literature. | 6, 10 | 1.2 | 4, 6, 7 | Diversity |  | Digital Literacy  Effective Communication | Literature Reviews and PLC Action Plan |
| 2. Demonstrate effective search of literature regarding: leadership, communication strategies, and involvement of the school community. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 1.2  2.4 | 4, 5, 6, 7 | Diversity  Assessment  Closing the Gap |  | Digital Literacy  Inventive Thinking  Effective Communication | Selection of relevant scholarly articles across the course |
| 3. Identify and problem-solve critical issues, challenges, and ethical questions that teachers as leaders face. | 6, 9, 10 | 1.2  2.4 | 4, 6, 7, 8, 9 | Diversity,  Literacy/  Reading |  | Inventive Thinking  Effective Communication | Discussion posts, live discussion replies, email reflections as assigned |
| 4. Assess their individual leadership style as well as strengths and weaknesses to create his/her leadership philosophy | 6, 10 | 1.2  2.4 | 4, 7 | Diversity,  Assessment |  | Inventive Thinking  Effective Communication | PLC Action Plan |
| **5. Make collaborative, data-driven, reflective decisions.** | 1, 2, 6, 7, 8, 9, 10 | 1.2  2.4 | 5, 6, 9 | Closing the Gap, Diversity,  Assessment |  | Inventive Thinking  Effective Communication | Syntheses of assigned readings and selected articles |
| 6. Provide support to the school principal and colleagues to change instructional practices and/or strategies to improve student achievement. | 1, 5, 6, 7, 8, 9, 10 | 1.2  2.4 | 4, 6, 7, 9 | Diversity  Assessment  Literacy/  Reading  Closing the Gap |  | Effective Communication | Literature Review & Action Plan |
| 7. Respond to expressions, acts, or policies which devalue other persons from a multicultural perspective | 1, 10 | 1.2 | 4, 7 | Literacy/  Reading  Closing the Gap |  | Digital Literacy  Effective Communication | Reflections |
| 8. Demonstrate skills and knowledge necessary for computer literate educational leaders in the 21st century. | 6 | 1.2  2.4 |  |  |  | Digital Literacy  Effective Communication | Research, Online Participation |
| 9. Demonstrate the ability to read, think, discuss, and write in a thoughtful, analytical, and critical manner reflecting 21st century communication skills. | 1, 7, 10 | 1.2  2.4 |  | Literacy/  Reading |  | Digital Literacy  Inventive Thinking  Effective  Communication | Participation across the course, which is designed to be a Professional Learning Community |

**Bold = Continuous Assessment**

**Kentucky Teacher Standards for Preparation & Certification**

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**

1. Diversity
2. Literacy/Reading
3. Assessment
4. Closing the Achievement Gap

**Kentucky Education Initiatives**

In addition the student meets the following Kentucky education initiatives:

1. Learner Goals and Expectations
2. Knowledge and understanding of the PGES.

**International Society for Technology in Education Guidelines (ISTE)**

* 1. **Personal and Professional Use of Technology**

Candidates will apply tools for enhancing their own professional growth and productivity. They will use technology in communicating, collaborating, conducting research, and solving problems. In addition, they will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer/technology resources.

* 1. **Application of Technology in Instruction**

Candidates will apply computers and related technologies to support instruction in their grade level and subject areas. They must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

* 1. **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.

**3.0 Professional Preparation**

Professional preparation in educational computing and technology literacy prepares candidates to integrate teaching methodologies with knowledge about use of technology to support teaching and learning.

**3.1 Teaching Methodology**

Candidates will effectively, plan, deliver, and assess concepts and skills relevant to educational computing and technology literacy across the curriculum.

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