



VALUES • EDUCATION • SERVICE

ONLINE: CI 516
Motivational Theory and
Classroom Management
Fall 2020

Course Delivery Method:	Online
Course Section:	C1
Meeting Time and Place:	Online
Course Credit Hours:	Three Credit Hours
Clinical Experience for this Course:	CI 517

FACULTY CONTACT INFORMATION:

Instructor
firstname.lastname@lmunet.edu
(xxx) xxx-xxxx

COURSE and PROGRAM SPECIFIC INFORMATION

I. COURSE DESCRIPTION:

Student engagement is central to effective teaching and learning. This course examines the research and theory related to the role of classroom engagement and student achievement. Candidates will engage in reading, collaboration, examining current practice and implementation and assessment of strategies.

II. COURSE OBJECTIVES:

CI Candidate Outcome 1: Learner Development, Learning Differences, and Learning Environments

The candidate will design and implement research-based strategies to manage the learning environment and to motivate and actively engage diverse learners. The design and evaluation of a comprehensive, rigorous, and coherent student assessment system the instructional capacity of the school will effectively support and enhance the institution's learning environment.

TILS B

CAEP 1, 4

InTASC 1, 2, 3

KY-TLMS 2a, 2b, 3a, 3b

III. TEXTS/MATERIALS FOR THE COURSE:

Required Textbooks:

Marzano, R. & Pickering, D. (2011). *The Highly Engaged Classroom*. Bloomington, IN Solution Tree. ISBN-13: 978-0982259245

Educational Leadership: Mental Health in Schools. (January 2018). Volume 75, Number 4. ASCD.

Educational Leadership: Relationships First. (September 2016). Volume 74, Number 1. ASCD.

Educational Leadership: Emotionally Healthy Kids. (October 2015). Volume 73, Number 3. ASCD.

Digital Educational Leadership issues can be accessed for \$29 per year online by obtaining a student subscription here: <http://www.ascd.org/membership/student.aspx>. This subscription will support the research required in many of your courses. The topics in this publication are peer reviewed, current and cutting edge, exposing you to the work of many leading educational thinkers.

Suggested Readings:

Silver, D., Berckemeer, J., & Baenen, J. (2015). *Deliberate optimism, Reclaiming the joy in Education*. Thousand Oaks, CA, Corwin.

Dweck, C. (2007). *Mindset: The new psychology of success*. Ballentine Books.

Gregory, G. & Kaufeldt, M. (2015). *The motivated brain: Improving student attention, engagement, and perseverance*. Alexandria, VA: ASCD.

Pink, D. (2011) *Drive: The surprising truth about what motivates us*. Riverhead Books

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. San Francisco, CA: Jossey-Bass.

Schlechty, P. (2011). *Engaging Students: The next level of working on the work*. San Francisco, CA: Jossey-Bass.

Schreck, K. (2010). *You've Got to Reach Them to Teach Them: Hard facts about the soft skills of student engagement*. Bloomington, IN: Solution Tree.

Tough, P. (2013). *How Children Succeed: Grit, curiosity, and the hidden power of character*. Mariner Books.

OTHER RESOURCES

<http://janebluestein.com/2012/audio-and-video-presentations-featuring-dr-jane-bluestein/>

Angela Duckworth Ted Talk on Grit:

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit?language=en

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

Learning Outcomes: This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University's Carter & Moyers School of Education: **Values, Education, and Service**, and Learning Outcome 2. Using **values** congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course

candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of **education** practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in **service** to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University's motto, *Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next*.

Requirements

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

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

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Coursework Completion Policy: In online courses, 100% of the course content, instruction and assessments are delivered online through blackboard and VIA. No face to face meetings are required. Candidates are expected to complete the modules by the dates specified. Discussion board participation as described in the modules is also required. Candidates are expected to log in to blackboard frequently. Candidates may also work at their own pace and may complete modules ahead of the due date but late work is subject to a reduction in assignment points.

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

V. METHODS OF INSTRUCTION:

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

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

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

Technology

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

VIA by Watermark

viaLiveText.com: Each student will be required to establish or continue an account with the VIA by Watermark program. VIA by Watermark is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and

implemented by the individual college faculty and/or departments. Specific instructions are posted on the School of Education website at <https://www.lmunet.edu/school-of-education/via.php>

Library Resources (Revised 2/2/2012)

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu) for full details. There are many professional databases including: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text; ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; Mental Measurements Yearbook which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement, and intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

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

Online Learning Model

This course is offered in an online learning model. Online learning models are based on contemporary learning theory and exemplary teaching practices in the classroom. This particular model is based on an understanding about how adults learn and an understanding of the rich resources offered through collaboration with peers and interaction with the extensive resources on the Internet. The online learning model may include of scholarly reading, scholarly writing, viewing online videos or other materials, interactive discussion boards, analysis and synthesis of multiple sources of material, electronic quizzes and tests, and problem-based learning (case studies and field-based activities).

KEY ASSIGNMENTS:

Key Assignment #1: Student Motivation Article Review and Rationale for Motivational Theory Project:

1. Choose one of the motivational strategies from *The Highly Engaged Classroom* that you are interested in implementing in your school or classroom.
2. Gather at least 5 research articles that provide additional information or support and research data to support the use of the strategy you have chosen.
3. Using the articles and information you found, provide a clear and convincing rationale for the strategy. **These articles and your analysis of them will create the rationale for your Motivational Theory Project to be completed as a Key Assignment KA #2.** Cite references using APA format.

Assessment: CI 516 KA #1 Rationale for Motivational Theory Project Rubric. Candidates are encouraged to view the rubric in VIA before beginning the assignment.

Key Assignment #2: Motivational Theory Project:

Candidates will choose a motivational strategy from the text or another motivational strategy with a strong research base. Candidates will design a plan to implement the strategy in their teaching situation. Candidates will gather research to support the plan and to evaluate effectiveness of the strategy. Implementation plans will be submitted to VIA. Project Details will include:

- Description of project
- Rationale for strategy (this part of the project will be developed in CI 516 and added to the final project)

- Detailed plan for implementation including demographic information about target population and specific details of how plan will be implemented
- Copies of any charts, graphs or other supporting materials
- Assessment of project impact on student achievement (to be added in the fall after implementation)
- Reflection on strengths and weaknesses of project, anecdotal notes, suggestions for improvement and plans for future implementation

Assessment: CI 516 KA #2 Motivational Theory Project Rubric

Clinical Practice Assignment: Clinical practice for this course is found in the companion course CI 517 Motivational Theory Field Experience and Electronic Portfolio.

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

IX. TRANSPARENT INSTRUCTION:

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

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

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

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:

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

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII. UNIVERSITY SERVICES:

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

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. UNIVERSITY POLICIES:

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

Approved at Academic Council October 18, 2018

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

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

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

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

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

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

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this

obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

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

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

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

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

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

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcome's assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

IN THE EVENT OF INCLEMENT WEATHER, STUDENTS should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings

are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

INTENT TO GRADUATE: Students planning to graduate at the end of the current semester need to apply for graduation by submitting an Intent to Graduate form to Erin Brock (erin.brock@lmunet.edu) by the deadline indicated in the Catalog.

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

FOR OUT-OF-STATE STUDENTS:

LMU does not guarantee out of state certification. Students seeking certification should contact their State Department of Education to verify the individual's state certification regulations.

XIV. MISSION STATEMENT:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: [HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP](https://www.lmunet.edu/about-lmu/heritage-mission.php).

XV. STUDENT COMMUNITY ENGAGEMENT: A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at hannah.wilson@lmunet.edu.

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

XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.

CI 516 KA #1: Rationale for Motivational Theory Project Rubric

Element	Capstone (3)	Milestone (2)	Milestone (1)
Strategy Clearly Defined <i>TILS A</i> <i>InTASC 1,3</i> <i>CAEP 1</i>	Motivational strategy chosen is named and clearly defined. Strategy has strong research base with multiple research studies devoted to proving the effectiveness. In addition, examples are provided of the strategies use in related situations.	Motivational strategy chosen is named and clearly defined. Strategy has a strong research base with multiple research studies devoted to proving the effectiveness.	Motivational strategy chosen is named minimally defined. Strategy has little research base with few studies devoted to proving the effectiveness.
Summation of Article <i>TILS A</i> <i>InTASC 1,3</i> <i>CAEP 1</i>	Research article summaries provide strong support for the strategy including summaries of research studies, reports of effect sizes and insightful analysis of key points of article. Candidate thoughtfully applies information from articles to their work situation.	The candidate has researched several professional articles and has provided support for each strategy through clear summaries of the studies and the reports of effect sizes are stated and the candidate provides an analysis of the key points of article.	The candidate has provided limited research of professional articles with few supporting details.
Compelling Project Rationale <i>TILS A</i> <i>InTASC 1,3</i> <i>CAEP 1</i>	The candidate has reviewed and synthesized multiple research articles. The candidate has stated a compelling rationale that is convincing and based on current and relevant research, data and thoughtful professional judgment.	The candidate has reviewed and synthesized several research articles. The candidate has stated a rationale that is convincing and based on current and relevant research.	The candidate has reviewed few research articles that lead to a rationale for the motivational theory project.
Synthesis of Ideas <i>TILS A</i> <i>InTASC 1,3</i> <i>CAEP 1</i>	The candidate has summarized and synthesized the five or more articles in to a clear and well-organized paper in the style of a short review of literature. Similar topics are grouped together and paper is organized to flow smoothly and to inform the reader.	The candidate has summarized and synthesized the five or more articles in to a clear and well-organized paper in the style of a short review of literature.	The candidate has provided a loose organization of ideas. Similar topics are not grouped together and the paper lacks flow.
Presentation Style <i>TILS A</i> <i>InTASC 1,3</i> <i>CAEP 1</i>	The candidate has used APA format and style consistently and correctly throughout the presentation. All work is in candidate's own words, clearly and professionally written.	The candidate has used APA format and style. All work is in candidate's own words, clearly and professionally written.	The candidate wrote in basic APA format. Most elements present and of acceptable quality. Lack of original writing.

CI 516 KA #2: Motivational Theory Project Rubric

Element	Capstone (3)	Milestone (2)	Milestone (1)
Description of project. <i>TILS, B</i> <i>CAEP 1</i> <i>InTASC 2,3</i>	<p>The candidate provides an extensive description of the motivational strategy chosen and any pertinent background material that will add insight to the project that facilitates continuous student improvement and creates a positive school climate. In addition, the candidate gives specific examples of the type of student most likely positively impacted by the project.</p>	<p>The candidate provides a detailed description of the motivational strategy chosen and any pertinent background material that will add insight to the project that facilitates continuous student improvement and creates a positive school climate.</p>	<p>The candidate provides a limited description of the motivational strategy chosen and connects it to student learning.</p>
Rationale for strategy. <i>TILS B</i> <i>CAEP 1</i> <i>InTASC 2</i>	<p>The candidate provides a high-quality and insightful evaluation of research articles that support the use of the specified strategy. Articles contain effect sizes and other statistical data documenting the impact on K-12 education. In addition, candidate provides specific examples of the strategy in action.</p>	<p>The candidate provides a high-quality evaluation of research articles that support the use of the specified strategy. Articles contain effect sizes and other statistical data documenting the impact on K-12 education.</p>	<p>The candidate has read few research articles that provide support for the candidate's strategy choice for student learning and enhancing school culture. Statistical data is lacking.</p>
Implementation plan. <i>TILS B</i> <i>CAEP 1</i> <i>InTASC 2,3</i>	<p>The candidate provides a detailed implementation plan including specific details of application of strategy, evaluation of challenges and effectiveness. Plan includes background information, school demographic information, general discipline data, a school climate analysis and baseline student achievement information. Plan includes a daily lesson sequence.</p>	<p>The candidate provides a detailed implementation plan including specific details of application of strategy, evaluation of challenges and examples of application of strategy. Plan includes background information such as school/system demographic information, baseline student achievement data, and general discipline or school climate data.</p>	<p>The candidate provides a basic implementation plan. Some information related to lesson sequence is included. Minimal background information is provided.</p>
Supporting artifacts. <i>TILS B</i> <i>CAEP 1</i> <i>InTASC 3</i>	<p>The candidate provides rich and varied classroom artifacts that include photos, charts and graphs to be used during project implementation. Artifacts are identified and analyzed for key points. Artifacts provide a clear picture of the project parameters.</p>	<p>The candidate provides rich and varied classroom artifacts that include photos, charts, graphs to be used during project implementation.</p>	<p>The candidate provides some or few classroom artifacts to impact continuous student improvement and enhancement of school culture. Artifacts include photos, graphs, charts, etc.</p>
Project evaluation plan. <i>TILS B</i> <i>CAEP 1</i> <i>InTASC 2</i>	<p>The candidate provides a detailed plan for evaluation of the Motivational Theory Project including impact upon student learning, school culture, and student engagement. Evaluation plan includes specific outcomes desired and plans for analyzing and sharing results with the wider school community.</p>	<p>The candidate provides a detailed plan for evaluation of the Motivational Theory Project including impact upon student learning, school culture, and student engagement. Evaluation plan includes specific outcome statements.</p>	<p>The candidate provides a plan for evaluation of the Motivational Practice but does not clearly connect to effect upon student learning and school culture.</p>

STANDARDS

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

Standard A: Instructional Leadership for Continuous Improvement

An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:

1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

Standard D: Resource Management

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:

1. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.

3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

**COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)
STANDARDS FOR ADVANCED PROGRAMS**

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for certification where applicable. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

**INTERNATIONAL SOCIETY FOR TECHNOLOGY EDUCATION (ISTE A)
STANDARDS FOR ADMINISTRATORS**

1. **Visionary Leadership** - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
 - a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
 - b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
 - c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

2. **Digital Age Learning Culture** - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
 - a. Ensure instructional innovation focused on continuous improvement of digital-age learning.
 - b. Model and promote the frequent and effective use of technology for learning.
 - c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
 - d. Ensure effective practice in the study of technology and its infusion across the curriculum.
 - e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration.

3. **Excellence in Professional Practice** - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
 - a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
 - b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
 - c. Promote and model effective communication and collaboration among stakeholders using digital age tools.
 - d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. **Systemic Improvement** - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
 - a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
 - b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
 - c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goal.
 - d. Establish and leverage strategic partnerships to support systemic improvement.
 - e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. **Digital Citizenship** - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
 - a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
 - b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
 - c. Promote and model responsible social interactions related to the use of technology and information.
 - d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

THE INTASC MODEL CORE TEACHING STANDARDS (APRIL 2011)

The Learner and Learning

Standard #1: Learner Development

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content

Standard #5: Application of Content

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and the learner's decision making.

Standard #7: Planning for Instruction

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard# 9: Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Notes:

- Source: <http://www.ccsso.org/Documents/2011/InTASC%202011%20Standards%20At%20A%20Glance.pdf>
- In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
- “These standards are no longer intended only for ‘beginning’ teachers but as professional practice standards. Council of Chief State School Officers. (2013, April). *Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.
- Full documents available at:

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

ELCC Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.

- 1.1 Develop a Vision
- 1.2 Articulate a Vision
- 1.3 Implement a Vision
- 1.4 Steward a Vision
- 1.5 Promote Community Involvement in the Vision.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote Positive School Culture
- 2.2 Provide Effective Instructional Program
- 2.3 Apply Best Practice to Student Learning
- 2.4 Design Comprehensive Professional

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

- 3.1 Manage the organization
- 3.2 Manage Operations
- 3.3 Manage Resources

4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.

- 4.1 Collaborates With Community and Other Family Members
- 4.2 Respond to Community Interests and Needs
- 4.3 Mobilize Community Resources

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

- 5.1 Acts with Integrity
- 5.2 Acts Fairly
- 5.3 Acts Ethically

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

- 6.1 Understand the Larger Context
- 6.2 Respond to the Larger Context
- 6.3 Influence the Larger Context

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

- 7.1 Substantial
- 7.2 Sustained

Commonwealth of KY Teacher Leader Standards KY-TLMS

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

- 1. Standard 1: Foster a Collaborative Culture to Support Educator Development and Student Learning.**
 - a. The teacher leader shall be well versed in adult learning theory and shall use that knowledge to create a community of collective responsibility within his or her school; and
 - b. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader shall ensure improvement in educator instruction and, consequently, student learning.
- 2. Standard 2: Access and Use Research to Improve Practice and Student Learning.**
 - a. The teacher leader shall keep abreast of the latest research about teaching effectiveness and student learning, and shall implement best practices if appropriate: and
 - b. He or she shall model the use of systematic inquiry as a critical component of teachers' ongoing learning and development.
- 3. Standard 3: Promote Professional Learning for Continuous Improvement.**
 - a. The teacher leader shall understand that the processes of teaching and learning are constantly evolving; and
 - b. The teacher leader shall design and facilitate job-embedded professional development opportunities aligned with school improvement goals.
- 4. Standard 4: Facilitate Improvements in Instruction and Student Learning.**
 - a. The teacher leader shall possess a deep understanding of teaching and learning, and model an attitude of continuous learning and reflective practice for colleagues: and
 - b. The teacher leader shall work collaboratively with other teachers to improve instructional practices constantly.
- 5. Standard 5: Promote the Use of Assessments and Data for School and District Improvement.**
 - a. The teacher leader shall be knowledgeable about the design of assessments, both formative and summative: and
 - b. The teacher leader shall work with colleagues to analyze data and interpret results inform goals and to improve student learning.
- 6. Standard 6: Improving Outreach and Collaboration with Families and Community.**
 - a. The teacher leader shall understand the impact that families, cultures, and communities have on student learning; and
 - b. As a result, the teacher leader shall seek to promote a sense of partnership among these different groups toward the common goal of excellent education.
- 7. Standard 7: Advocate for Student Learning and the Profession.**
 - a. The teacher leader shall understand the landscape of education policy and shall identify key players at the local, state, and national levels; and
 - b. The teacher leader shall advocate for the teaching profession and for policies that benefit student learning.

Tennessee EPP Literacy Standards for Instructional Leader Programs

1. Demonstrate a foundational understanding of content and pedagogical knowledge of literacy instruction in order to cultivate a literacy rich environment.
2. Demonstrate a foundational understanding of the impact and process of literacy acquisition and child development as it relates to the uniqueness of each student (e.g., culture, socioeconomic status, ability) and be able to support instruction that responds to these differences.
3. Create and support a school culture and environment that:
 - a. Sees language diversity as a strength,
 - b. Values and uses diverse literacy resources, and
 - c. Provides all readers with access to highly effective teachers.
4. Through a shared vision, collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement.
5. Employ effective human and fiscal resources that align to the shared vision and evidence-based goals related to literacy.
6. Modify scheduling, staffing, and instructional groupings as a means to maximize student growth in literacy.
7. Identify purposeful and appropriate data-driven assessments based on student literacy data and demonstrate an understanding of how to support implementation of appropriate interventions.
8. Use, and recognize the importance of, outcome data in developing and implementing school structures and policies that support student growth in literacy. Specifically, leaders should be prepared to facilitate teams in the analysis and interpretation of relevant literacy data to inform decision-making (e.g., intervention selection, intervention placement, professional development goals, etc.)
9. Support the development and planning of professional learning activities that are grounded in effective practices of literacy.
10. Ensure professional learning opportunities for educators related to literacy are grounded in formative and summative data, differentiated, builds capacity of all educators, and are on-going and sustainable.