

Goucher College Programs in Education Standards

Knowledge, Skills and Dispositions Fostered in Students

The faculty of the Graduate Programs in Education foster in the students enrolled in the programs the knowledge, skills, and dispositions presented below. These professional commitments and dispositions form Goucher's professional standards, and are adapted and applied to every program within the Graduate Programs in Education. Additionally, they are reflected in courses within the programs.

Knowledge: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should

1. Apply knowledge of psychological and educational theory, research, and/or philosophy related to the area of specialization or certification.
2. Demonstrate understanding and use of the types of assessments appropriate to the area of specialization or certification.
3. Identify the purpose of education in society, and be able to analyze why things happen in the educational community and/or in the political community that surrounds education.
4. Demonstrate knowledge of concepts related to diversity, and the interaction between concepts related to diversity and the area of specialization or certification.

Plus

Specific Knowledge Standards for the Different Specializations

Demonstrate mastery of content and pedagogy contained within professional standards defined for the area of specialization or certification, including local (Goucher), state and national standards.

Skills: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should

1. Demonstrate the ability to incorporate theory and research into practice related to the area of specialization.
2. Demonstrate the ability to gather appropriate data and use data in problem analysis and decision-making related to the area of specialization.
3. Use problem solving/critical thinking strategies appropriate to the area of specialization.
4. Use reflective practice within the area of specialization.
5. Demonstrate effective communication and presentation skills related to the area of specialization.
6. Use a variety of technologies appropriate for working in the area of specialization.

Plus

Specific Skill Standards for the Different Specializations

Demonstrate mastery of specific specialization skill standards

Dispositions: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should

1. Demonstrate service to the community.
2. Demonstrate positive dispositions toward diversity and equity.
3. **Demonstrate professionalism in one's demeanor, behavior, conduct, decision-making, and interactions with colleagues.**

Master of Education, Specialization Standards At-Risk Students

Knowledge

1. Evaluate differing perspectives of identifying at-risk children/youth.
2. Explain the extent and manner in which biological, psychological, social, and environmental forces affect at-risk children/youth during different developmental periods.
3. Explain how to develop environments that prevent children/youth from becoming at risk and help them develop resilience.
4. Recognize the psychological and social characteristics of resilient children and youth.
5. Correlate the differing perspectives of causality to prevention and intervention programs/strategies for at-risk students.
6. Relate the role of defense mechanisms and coping strategies in controlling student and youth stress.

SKILLS

1. Analyze the psychological and social dynamics related to specific at-risk student problems.
2. Analyze psychological and social intervention strategies/programs that may help in the development of student resilience in schools.
3. Implement a social skills intervention strategy that can assist in the development of student resilience.
4. Demonstrate techniques/strategies to restructure the classroom environment to meet the needs of at-risk children.

Master of Education, Specialization Standards Athletic Program Leadership and Administration

Knowledge

1. Philosophy: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who have knowledge and understanding of the role of philosophy and ethics in the management of athletics.

- a) ethics of program management
- b) principles, practices and strategies of coaching

2. Contemporary Issues: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who understand the impact of contemporary issues in athletics on program development and implementation.

- a) historical and philosophical issues in development of athletic programs
- b) societal and legal forces that shape athletic programs
- c) contemporary issues in management, leadership and coaching

Skills

1. Management: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who are able to facilitate the management of athletic programs.

- a) personnel management
- b) program management
- c) legal issues
- d) fiscal and budgetary controls
- e) rules compliance
- f) marketing and public relations

2. Competition: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who apply the implications of competition to the athletic programs they deliver.

- a) relationship between personality development, self esteem and development of student athlete
- b) relationship between personality development, aggression and athletic performance
- c) applying group processes to the athletic team
- d) attitudes and motivation

Master of Education, Specialization Standards Middle School Students

Knowledge

1. Recognize the significant transitions that middle level children and youth experience.
2. Explain the extent and manner in which biological, psychological, social, and environmental forces affect the middle level child and youth during different developmental periods.
3. Examine middle school practices and their effect on the learning environment of middle school students.
4. Examine curriculum practices for middle level children and youth.
5. Examine how outside forces affect the behavior, character, ethics, and values of a diverse middle level population.
6. Correlate the differing perspectives of causality to prevention, intervention, and discipline management programs and strategies for middle level children and youth.

SKILLS

1. Analyze the psychological, emotional, and social dynamics related to the middle level child and youth and its affects on teaming and instructional approaches.
2. Demonstrate a variety of techniques and strategies to structure the assessment process for middle level children and youth.
3. Analyze a curriculum for its appropriate learning for middle level children and youth.
4. Analyze a cooperative learning environment that is inclusive of middle level children and youth, their parents, staff, and community.

Master of Education, Specialization Standards
International Reading Association Standards (IRA)
Reading Specialist

Standard
<p>1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</p> <ul style="list-style-type: none"> • Know and apply elements from learning theory. (p) • Know foundational theories related to practices and materials they use in the classroom. (ct) • Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories. (rs)
<p>1.2 Demonstrate knowledge of reading research and histories of reading.</p> <ul style="list-style-type: none"> • Recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research. (ct) • Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading. (rs)
<p>1.3 Knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.</p> <ul style="list-style-type: none"> • Can articulate developmental aspects of oral language and its relationship to reading and writing. They can also summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity. (p) • Can describe when students are meeting developmental benchmarks. They know when to consult other professionals for guidance. (ct) • Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read. (rs)
<p>1.4 Knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.</p> <ul style="list-style-type: none"> • List and define the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation). (p) • Explain how the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. They can articulate the research that grounds their practice. They identify students' strengths and weaknesses in relation to the various components. (ct) • Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading. (rs)
<p>2.1 Use instructional grouping options (individual, small-group, whole-group, whole-class, and computer based) as appropriate for accomplishing given purposes.</p> <ul style="list-style-type: none"> • Use a variety of instructional grouping options selected by and supervised by a classroom teacher or reading specialist. (p) • Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections. (ct) • Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students. (rs)
<p>2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.</p> <ul style="list-style-type: none"> • Use a wide range of instructional practices, approaches, and methods, including technology-based practices, that are selected and supervised by a classroom teacher or reading specialist. (p)

Standard
<ul style="list-style-type: none"> • Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students. (ct) • Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching. (rs)
<p>2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.</p> <ul style="list-style-type: none"> • Use a wide range of curriculum materials selected by a classroom teacher or reading specialist. (p) • Plan for the use of a wide range of curriculum materials. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students. (ct) • Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching. (rs)
<p>3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.</p> <ul style="list-style-type: none"> • Administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel. (p) • Select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments. (ct) • Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments. (rs)
<p>3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.</p> <ul style="list-style-type: none"> • Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. They recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services. (ct) • Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services. (rs)
<p>3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from different cultural and linguistic backgrounds.</p> <ul style="list-style-type: none"> • Analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/ evaluation/instruction cycle. (ct) • Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze and use school wide assessment data to implement and revise school reading programs. (rs)
<p>3.4 Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).</p> <ul style="list-style-type: none"> • Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators. (ct) • Communicate assessment information to various audiences for both accountability and instructional purposes, (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents). (rs)
<p>4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing</p>

Standard
<p>program.</p> <ul style="list-style-type: none"> • Assist the teacher and reading specialist in gathering information on students' interests, and cultural and linguistic backgrounds. They can use appropriate technology to collect this information. (p) • Collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instruction. They select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds. They can use technology to gather and to use this information in instructional planning. They can articulate the research base that grounds their practice. (ct) • Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students. (rs)
<p>4.2 Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p> <ul style="list-style-type: none"> • Assist students in selecting books, technology-based information and nonprint materials that are appropriate for them. (p) • Select books, technology-based information, and nonprint materials representing multiple levels, broad interests, cultural and linguistic backgrounds. They can articulate the research that grounds their practice. (ct) • Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. (rs)
<p>4.3 Model reading and writing enthusiastically as valued lifelong activities.</p> <ul style="list-style-type: none"> • Read aloud enthusiastically and fluently when reading to students. (p) • Model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research that supports modeling think-alouds and read-alouds to students. (ct) • Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities. (rs)
<p>4.4 Motivate learners to be life-long readers.</p> <ul style="list-style-type: none"> • Support student's choice of reading materials. (p) • Effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of children's literature, interests, and reading levels of students in their class and can select appropriate text. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice. (ct) • Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice. (rs)
<p>5.1 Display positive dispositions related to reading and the teaching of reading.</p> <ul style="list-style-type: none"> • Know the importance of confidentiality and respect students and their cultural and linguistic backgrounds. They care for the well-being of students and believe that all students can learn. (p) • Ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues and communities to support students' learning. (ct) • Articulate the theories related to the connections between teacher dispositions and student achievement. (rt)
<p>5.2 Continue to pursue the development of professional knowledge and dispositions.</p> <ul style="list-style-type: none"> • Study specific aspects of reading/instruction as recommended by teachers, reading specialists, and/or principals with whom they work. They demonstrate a curiosity and interest in the area of knowledge, skills, and dispositions related to reading and writing instruction. (p) • Identify specific questions related to knowledge, skills and/or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators, school boards, and local, state, and federal policymaking bodies. (ct)

Standard
<ul style="list-style-type: none"> • Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices. (rs)
<p>5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.</p> <ul style="list-style-type: none"> • Actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to these recommendations. They may conduct action research as a part of these collaborations. (ct) • Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice. (rs)
<p>5.4 Participate in, initiate, implement, and evaluate professional development programs. Participate individually and with colleagues in professional development experiences. (ct) Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice. (rs)</p>

Master of Education, Specialization Standards School Improvement Leadership

The Educational Leadership Constituent Council (ELCC) standards and the Maryland Instructional Leadership Framework set the framework for School Improvement Leadership.

Educational Leadership Constituent Council (ELCC) Standards

Standard 1: Vision

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

- 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

Standard 2: Instructional Program

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 growth plans

Standard 3: Management

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing of 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

Standard 4: Community Collaboration

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 interests and needs, and mobilizing community resources.

- 4.1 Collaborate with families and other community members
- 4.2 Respond to community interests and needs
- 4.3 Mobilize community resources

Standard 5: Ethics

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

- 5.1 Acts with integrity
- 5.2 Acts fairly
- 5.3 Acts ethically

Standard 6: Political, Social, Economic, Legal, and Cultural Context

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 Understanding the larger context
- 6.2 Respond to the larger context
- 6.3 Influence the larger context

Standard 7: 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
- 7.3 Standards-based
- 7.4 Real settings
- 7.5 Planned and guided cooperatively
- 7.6 Credit

Maryland Instructional Leadership Framework

Instructional Leadership Outcome	Evidence in Practice
<p>1. Facilitate the Development of a School Vision</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 1.1 A written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student 1.2 A process for ensuring that all staff and other stakeholders are able to articulate the vision 1.3 Procedures in place for the periodic, collaborative review of the vision by stakeholders 1.4 Resources aligned to support the vision
<p>2. Align All Aspects of a School Culture to Student and Adult Learning</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 2.1 Mutual respect, teamwork, and trust in dealings with students, staff, and parents 2.2 High expectations for all students and teachers in a culture of continuous improvement 2.3 An effective school leadership team 2.4 Effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning 2.5 Opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers
<p>3. Monitor the Alignment of Curriculum, Instruction, and Assessment</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 3.1 Ongoing conversations with teachers as to how state content standards, voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction 3.2 Teacher assignments that are rigorous, purposeful, and engaging 3.3 Student work that is appropriately challenging and demonstrates new learning 3.4 Assessments that regularly measure student mastery of the content standards

Instructional Leadership Outcome	Evidence in Practice
<p>4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>4.1 A process to determine what students are reading, writing, producing, and learning</p> <p>4.2 Use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction</p> <p>4.3 Formal feedback during observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction</p> <p>4.4 Regular and effective evaluation of teacher performance based on continuous student progress</p> <p>4.5 Identification and development of potential school leaders</p>
<p>5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>5.1 Multiple and varied assessments that are collaboratively developed</p> <p>5.2 Formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction</p> <p>5.3 Summative assessments that are aligned in format and content with state assessments</p> <p>5.4 Appropriate interventions for individual students based on results of assessments</p>
<p>6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>6.1 Effective use of appropriate instructional technology by students, staff, and administration</p> <p>6.2 Regular use of the MSDE websites (Maryland Report Card and School Improvement)</p> <p>6.3 Review of disaggregated data by subgroups</p> <p>6.4 Ongoing root cause analysis of student performance that drives instructional decision making</p> <p>6.5 Regular collaboration among teachers on analyzing student work</p>

Instructional Leadership Outcome	Evidence in Practice
<p>7. Provide Staff with Focused, Sustained, Research-based Professional Development</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>7.1 Results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals</p> <p>7.2 Opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day (job-embedded)</p> <p>7.3 Differentiated professional development according to career stages, needs of staff, and student performance</p> <p>7.4 Personal involvement in professional development activities</p> <p>7.5 Professional development aligned with the Maryland Teacher Professional Development Standards</p>
<p>8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>8.1 Parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children learn</p> <p>8.2 Parents and caregivers who are active members of the school improvement process</p> <p>8.3 Community stakeholders and school partners who readily participate in school life</p>

Master of Education, Specialization Standards Technology Leadership

The Technology Standards for School Administrators (TSSA) set the framework for Technology Leadership.

I. Leadership and Vision:

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching:

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice:

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.

- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

IV. Support, Management, and Operations:

Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation:

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues:

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Master of Education, Specialization Standards Urban and Diverse Students

KNOWLEDGE

1. The educators and other professionals have knowledge and understanding of frameworks for educating urban and diverse learner.
2. The educators and other professionals have knowledge and understanding of the urban environment and its educational and social impact on teaching and learning.
3. The educators and other professionals have knowledge and understanding of the importance of diversity and equity in a democratic society
4. The educators and other professionals have knowledge and understanding of the social problems confronting urban and diverse learners.

SKILLS

1. Educators and other professionals develop skills and are able to identify and discuss the various frameworks for educating urban and diverse learners.
2. Educators and other professionals develop skills and are able design culturally responsible instructional strategies and assessment techniques and apply them to classroom situations for use with urban and diverse learners.
3. Educators and other professionals develop skills and are able to use an issue analysis format with at least one current issue related to urban and diverse learners.
4. Educators and other professionals develop skills and are able analyze problems of urban and diverse learner and generate viable alternative for resolving social, behavioral, and academic.