Graduate Education Department Mission
The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5400 SAS for PA Educators</td>
<td>SAS for Pennsylvania Educators™ Online</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>online</td>
<td></td>
</tr>
</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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</thead>
</table>

Course Description
Pennsylvania has undertaken a significant effort to improve its schools through the focused development and deployment of elements, strategies, practices, and resources aligned to the Pennsylvania academic standards. The components of this comprehensive approach comprise the state’s Standards Aligned System (SAS).

While there are many intangible components, research supports the idea that effective schools and school systems have six elements that ensure student achievement: Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials & Resources, and Interventions. When schools and school systems use these elements in concert with a common vision, they will experience continuous enhancement and improvement within their schools, districts, and communities. This course examines the six components of a Standards Aligned System (SAS) and provides methods for implementing SAS to enhance student learning, engagement, and achievement. It also explores ways to use SAS to help students develop the critical thinking, collaboration, innovation, and creativity skills that will equip them for lifelong learning.

Required Texts
Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.
<table>
<thead>
<tr>
<th>Topical Outline</th>
<th>List of Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to SAS</td>
<td>Explore the education gap; how standards aligned instruction helps students achieve; the six common elements that support student achievement; how the Standards Aligned System (SAS) methodology aligns the six common elements to ensure students have the resources to be academically successful; examine the theoretical framework and rationale for the implementation of SAS</td>
</tr>
<tr>
<td>Clear Standards</td>
<td>Review historical background; review of PA Academic Standards; research-based arguments for standards-based education, synthesizing the common core and PA standards; develop an understanding of why assessments are intentionally aligned to standards</td>
</tr>
<tr>
<td>Assessment</td>
<td>Analyze types of assessment and purposes; data-based decision making; using data to inform instruction; develop assessments and align to standards</td>
</tr>
<tr>
<td>Curriculum Framework</td>
<td>General curriculum information; components of Curriculum Framework; connection to standards; using curriculum to guide instruction; utilize ELL techniques to benefit all learners</td>
</tr>
<tr>
<td>Instruction</td>
<td>Explore Charlotte Danielson’s Framework for Teaching; examine various instructional techniques, best practices, and instructional resources to enhance teaching; utilize instructional strategies to meet the diverse needs of all learners</td>
</tr>
<tr>
<td>Materials &amp; Resources</td>
<td>Apply materials and resources in instruction; examine the various types of resources on SAS; alignment of materials and resources to standards; relevance and implementation of resources; practice aligning resources to standards</td>
</tr>
<tr>
<td>Safe and Supportive Schools</td>
<td>Explore the relationship between a comprehensive student support program, student mental and emotional health, improved student attendance, and the academic success of students</td>
</tr>
<tr>
<td>Integrating SAS</td>
<td>Synthesize all pieces to develop unit and lessons integrating all components of SAS</td>
</tr>
</tbody>
</table>

**Student Learning Objectives & Evidence of Student Learning**

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

**Institutional Student Learning Outcomes (ISLO)**

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team
work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate
to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational
community;
4. technical competence and pedagogical skill to infuse technology in support of the

teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the
ability to understand individual differences in order to meet the needs of the students and
communities served
8. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the
educational program.
2. The student will demonstrate effective written and oral language skills appropriate to
knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to
the educational process.
5. The student will understand the critical role of collaboration in creating an effective
educational process.

Educational Development and Strategies Program Outcomes (EDSPO)

6. The student will learn to create classroom-learning environments, which are conducive to
the achievements of established learning goals.
7. The students will learn to apply and adapt instructional strategies to meet individual
learning needs.
8. The students will demonstrate research-based learning theory and practices to motivate
and instruct students in content areas.
9. The students will develop and employ communication skills to facilitate understanding,
build relationships, and foster a community of learners.

Student Learning Objectives & Evidence of Student Learning

For a list of Graduate Education & Program Learning Outcomes go to: Insert Link

The students will attain the listed learning objectives by completing the key instructional assignments,
Activities, or Assessments as evidence of learning in this course.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments</th>
<th>I = ISLO</th>
<th>S = SELO</th>
<th>G = GEPO</th>
<th>E = EDSPO</th>
<th>PDE Certification Guidelines or Competencies (if applicable)</th>
</tr>
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<tbody>
<tr>
<td>The students will:</td>
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<td></td>
</tr>
<tr>
<td>1. Discuss and apply current, validated</td>
<td>Assignment 1, 2, 3, 4, 5, 6, 7, 8</td>
<td>I = 1-3</td>
<td>S</td>
<td></td>
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</tbody>
</table>
| 2. | Use SAS Standards to align an existing or acquired lesson to appropriate standards, assessment anchors, and eligible content. | Assignment 1, 8 | I = 1-3, 5  
S = 1-6, 8  
G = 1-5  
E = 1-4 |
| 3. | Use SAS Assessment to create aligned and fair summative and formative assessments for an existing or acquired lesson. | Assignment 1, 3, 8 | I = 1-3, 5  
S = 1-6, 8  
G = 1-5  
E = 1-4 |
| 4. | Use SAS Curriculum Framework to evaluate an existing or acquired lesson based and make revisions to incorporate the necessary components. | Assignment 1, 2, 4, 8 | I = 1-3, 5  
S = 1-6, 8  
G = 1-5  
E = 1-4 |
| 5. | Use SAS Instruction to design a standards-based differentiated lesson incorporating sound instructional strategies that foster lifelong learning. | Assignment 1, 2, 5, 8 | I = 1-5  
S = 1-6, 8  
G = 1-5  
E = 1-4 |
| 6. | Use SAS Materials & Resources to select, evaluate, and revise materials and resources for a differentiated standards-based lesson. | Assignment 1, 2, 6, 7, 8 | I = 1-3, 5  
S = 1-6, 8  
G = 1-5  
E = 1-4 |
| 7. | Use SAS Safe and Supportive Schools to promote active student engagement in a safe and positive learning environment. | Assignment 1, 8 | I = 1-3, 5  
S = 1-6, 8  
G = 1-5  
E = 1-4 |
| 8. | Reflect upon and continuously evaluate personal practice, and adjust accordingly. | Assignment 1, 2, 4, 5, 7, 8 | I = 1-3, 5  
S = 1-6, 8  
G = 1-5  
E = 1-4 |
| 9. | Generalize course content to reflect how diverse populations within classrooms have their needs met by applying the skills, strategies, and knowledge taught in this course. | Assignment 1, 2, 6, 7, 8 | I = 1-5  
S = 1-6, 8  
G = 1-5  
E = 1-4 |
| 10. | Incorporate technology to enhance learning activities and to enable students to learn to use it effectively. | Assignment 1, 5, 6, 7, 8 | I = 1-3, 5  
S = 1-6, 8  
G = 1-5  
E = 1-3 |
| 11. | Work collaboratively to refine understanding of content, give and receive feedback, improve expertise, and share knowledge, skills, and experiences. | Assignment 2, 3, 4, 5, 6, 7, 8 | I = 1-3, 5  
S = 1-6, 8  
G = 1-5  
E = 1-4 |
Assignment 1: Learning Activity 1-C-1 Student Achievement (WC, SR, QR, IL) Describe the goal of the Standards Aligned System and how you could use SAS to provide students with a foundation to become lifelong learners. Using the topic you identified in Activity 1-A-2, or another topic approved by your instructor, begin an outline for a lesson plan which includes three or four learning objectives. This outline will be posted to your portfolio forum. Identify the grade level and content area, and provide a brief description of your lesson. Briefly describe how the SAS methodology will help you align your lesson plan to the six common elements that support student success. Identify aspects of your lesson plan that you feel will help your students to become lifelong learners.

Assignment 2: Learning Activity 2-D-1 Developing Aligned Activities (WC, SR, IL) Develop a new classroom activity that fully aligns with the Pennsylvania Academic Standards. Develop an activity that is part of the lesson plan you are creating in the course. Make sure that the activity aligns with a Pennsylvania academic standard, as well as your learning objectives. Identify the specific standards and list applicable eligible content that the activity addresses. Modify your activity to align with eligible content if necessary. Look at several of your classmates posts and provide ideas or feedback.

Assignment 3: Learning Activity 3-C-1 Summative Assessments (OC, WC, SR, QR, IL) Create a summative assessment (end of unit lesson or end of lesson assessment) to include in your lesson plan. Using the SAS Web site, ensure that your assessment fully aligns with the Pennsylvania Academic Standards, as well as your learning objectives. Explain how your assessment measures your students’ comprehension of the material covered. Describe how the standards help you ensure that your assessment is fair, and accurately measures student comprehension. Review your group’s posts and provide ideas or feedback that you may have. Note if they used any ideas that you discussed in your chat for assignment 3-A-1.

Assignment 4: Learning Activity 4-C-1 Designing a Curriculum (WC, SR, IL) Align your lesson plan with Pennsylvania’s Recommended Curriculum Framework. Derive core competencies into learning objectives and design a curriculum that follows a logical learning progression. Using the big idea, concept(s), and competencies that you identified in Activity 4-B-1, apply the backward design methodology identified in this topic to design a curriculum for the lesson you are creating. Ensure that your learning objectives and your assessments align to the competencies and address the concept(s) listed in the recommended curriculum framework. Modify these as necessary. Develop a framework upon which to base your instruction; identify what is to be taught and organize it into a logical lesson. Review two of your classmates’ lesson plans and comment on their approaches to curriculum framework.

Assignment 5: Learning Activity 5-B-1 Student Engagement (WC, SR, IL) Choose an instructional strategy that you will implement in your classroom. Describe your rationale, potential benefits of the strategy, and possible challenges that might arise. Discuss implementation and share resources with classmates.

Assignment 6: Learning Activity 6-C-1 Align Materials and Resources (WC, SR, QR, IL) Demonstrate how to align materials and resources, so that they meet the standards and include grade appropriate learning activities and approaches. Identify a material or resource that is not on the SAS site to include in the lesson plan that you are creating in the course. Choose an existing material or resource that is not on the SAS site to include in your lesson plan. You can use one from NYLearns. Explain how you modified it to meet the PA standards. Describe how the material or resource is appropriate for any or all KTAV styles. Explain how the material or resource addresses the needs of ELL/ESL and other special populations.

Assignment 7: Learning Activity 7-C-1 Environment (WC, SR, QR, IL) Review the SAS portal and
choose content, material, or resources from the Materials and Resources tab. Summarize the content and discuss how you will implement it.

Assignment 8: Learning Activity 8-C-I Final Lesson Plan (WC, SR, QR, IL) Create and submit a finalized lesson plan that is fully aligned to the Standards Aligned System. For a final project, you will ensure that your lesson plan is fully-aligned and addresses your students’ needs. Review and make final revisions to your lesson plan to ensure that it fully aligns the six elements that support student achievement, and addresses your students’ individual needs. Post your changes to your portfolio forum and inform your instructor that you have made the posting. Using Pennsylvania Department of Education guidelines, your instructor will either approve or decline the submission. If your submission is declined, your instructor will ask you to make revisions so that it is in a state where it could be approved. Comment on two of your classmates’ plans.

Graduate Education Grading Scale (MS Level):

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>4.0 A</td>
<td>94-100%</td>
</tr>
<tr>
<td>3.5 B+</td>
<td>87-93%</td>
</tr>
<tr>
<td>3.0 B</td>
<td>80-86%</td>
</tr>
<tr>
<td>2.5 C+</td>
<td>75-79%</td>
</tr>
<tr>
<td>2.0 C</td>
<td>70-74%</td>
</tr>
<tr>
<td>0.0 F</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected
A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

**Attendance/Participation and Late Work Policy (face-to-face and online)**

**Face-to-face or synchronous sessions:** Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor.

**Online courses or asynchronous sessions:** Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussions follow a weekly unit protocol that initial postings are due on Thursday, responses are due on Sunday and assignments are due on Sunday. Exceptions to this practice will be noted in the syllabus. Late discussions are not accepted for partial credit after the dates set for each unit.

**Late Assignments:** Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor’s policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor.

Penalties levied by the instructor in accordance with this policy are not subject to grievance by the students.

**Graduate Course Expectations**

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

**Required Reference Format:** All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.
Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

Required Software: Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at http://wilkes.beta.libguides.com/library/databases

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is http://wilkes.libguides.com/gradeducation

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without “@wilkes.edu”) and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.
**Writing:** The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at http://www.wilkes.edu/resources/writing

**Disability Accommodations:** Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors and possibly other personnel. Both the student’s needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

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**Wilkes Graduate Education Program**

**Identity Authentication:** The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the student’s Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passwords private, updating passwords when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

**Program Evaluation:** Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

**Act 48 or Act 45:** Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: https://www.perms.ed.state.pa.us/
<table>
<thead>
<tr>
<th>Begin Date</th>
<th>Topic(s) &amp; Readings</th>
<th>Assignments Due at end of Week (midnight Eastern on date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-A-1</td>
<td>Removing Barriers</td>
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<tr>
<td>1-A-2</td>
<td>Choose a Lesson for this Course</td>
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<tr>
<td>1-B-1</td>
<td>Academic Success</td>
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<tr>
<td>1-C-1</td>
<td>Student Achievement</td>
<td></td>
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<tr>
<td>2-A-1</td>
<td>Clear Standards</td>
<td></td>
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<tr>
<td>2-B-1</td>
<td>Align Instruction with the Standards</td>
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<tr>
<td>2-C-1</td>
<td>Cross-Curriculum Alignment</td>
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<tr>
<td>2-D-1</td>
<td>Developing Aligned Standards</td>
<td></td>
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<tr>
<td>3-A-1</td>
<td>Aligning Assessments Chat</td>
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<tr>
<td>3-B-1</td>
<td>Develop Formative Assessments</td>
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<tr>
<td>3-B-2</td>
<td>Assessment Creator</td>
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<tr>
<td>3-B-3</td>
<td>Measuring Students’ Depth of Knowledge</td>
<td></td>
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<tr>
<td>3-C-1</td>
<td>Summative Assessments</td>
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<tr>
<td>4-A-1</td>
<td>Pennsylvania’s Curriculum Framework</td>
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<td>4-B-1</td>
<td>Aligning a Curriculum</td>
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<tr>
<td>4-B-2</td>
<td>Supporting English Language Learners</td>
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<tr>
<td>4-C-1</td>
<td>Designing a Curriculum</td>
<td></td>
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<tr>
<td>5-B-1</td>
<td>Gradual Release Model</td>
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<tr>
<td>5-C-1</td>
<td>Instructional Strategies Assignments</td>
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<tr>
<td>6-A-1</td>
<td>Aligning Materials and Resources to L.S.</td>
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<tr>
<td>6-B-1</td>
<td>Voluntary Model Curriculum</td>
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<tr>
<td>6-C-1</td>
<td>Align Materials and Resources</td>
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<tr>
<td>7-A-1</td>
<td>Timely and Appropriate Interventions</td>
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</tr>
<tr>
<td>7-B-1</td>
<td>Response to Instruction and Intervention</td>
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</tr>
<tr>
<td>7-C-1</td>
<td>Create an Interventions Action Plan</td>
<td></td>
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<tr>
<td>8-A-1</td>
<td>Evaluate SAS</td>
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<tr>
<td>8-B-1</td>
<td>SAS Summary Chat</td>
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<tr>
<td>8-B-2</td>
<td>Lifelong Learning Action Plan</td>
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<tr>
<td>8-C-1</td>
<td>Final Lesson Plan</td>
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</table>
Course Outcome Correlations With INTASC Standards for Teachers

Standard 1: Learner Development
The teacher 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.

Course Outcomes
1, 2, 3, 4, 5, 9, 10, 12, 15

Standard 2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Course Outcomes
1, 2, 3, 4, 9, 10, 11

Standard 3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Course Outcomes
2, 3, 4, 12

Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Course Outcomes
2, 4, 5, 9, 15

Standard 5: Application of Content
The teacher 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.

Course Outcomes
1, 2, 3, 4, 5, 9, 10

Standard 6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Course Outcomes
1, 2, 3, 4, 6, 7, 9

Standard 7: Planning for Instruction
The teacher 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.

Course Outcomes
1, 2, 3, 4, 5, 9, 10

Standard 8: Instructional Strategies
The teacher 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.

Course Outcomes
8, 16

Standard 9: Professional Learning and Ethical Practice
The teacher 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.

Course Outcomes
8, 13, 16
Standard 10: Leadership and Collaboration

The teacher 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.

The Interstate New Teacher Assessment and the Support for Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc.

Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Propositions and Standards

Proposition 1: Teachers are Committed to Students and Their Learning.

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
NBCTs understand how students develop and learn.
They respect the cultural and family differences students bring to their classroom.
They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.
NBCTs are also concerned with the development of character and civic responsibility.

Course Outcomes
1, 2, 3, 4, 10, 11, 12, 15, 16
2, 9, 10, 15
1, 5
13, 15
1, 10, 12
1, 12

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
They are able to use diverse instructional strategies to teach for understanding.

Course Outcomes
2, 3, 4, 5, 7, 9, 16, 17
1, 2, 3, 4, 5, 6, 9, 10, 11, 17
1, 5, 9, 10, 14, 16, 17

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
NBCTs know how to assess the progress of individual students as well as the class as a whole.
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Course Outcomes
1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 16
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
1, 2, 3, 4, 6, 7, 9, 11, 12, 16
1, 2, 3, 4, 5, 6, 7, 9, 13

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Course Outcomes
2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17
1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 17
1, 5, 6, 8, 9, 10, 14, 15, 16, 17
Proposition 5: Teachers are Members of Learning Communities.

NBCT's collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

2, 3, 4, 5, 8, 9, 13, 17

2, 4, 8, 9, 13, 17

2, 4, 5, 6, 8, 9, 13, 15, 17

2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17

2, 3, 4, 5, 8, 9, 11, 12, 13, 15, 17

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Bibliography


Gong, B. (2008, February). Developing learning progressions to inform formative assessment. Presentation at the Council of Chief State School Officers (CCSSO) Formative Assessment for Teachers and Students (FAST) State Collaborative on Assessment and Student Standards (SCASS) Meeting, Atlanta, GA.


Austin, TX: Southwest Educational Development Laboratory, National Center for Family & Community Connections with Schools.


**Supplemental Standards Aligned System (SAS) Links:**

- SAS Portal Instruction [http://www.pdesas.org/module/content/search/](http://www.pdesas.org/module/content/search/)
- SAS Portal Safe and Supportive Schools [http://www.pdesas.org/SafeSchools/Main/Standard/0/](http://www.pdesas.org/SafeSchools/Main/Standard/0/)

**Reading and Resource Links**

Education for All, the BSE/PaTTAN Success Story Web site