



CIEP 442:

Curriculum Development and Implementation Loyola University Chicago

Social Action Through Education Inquiry Social Justice Professionalism

TIMES & LOCATION

Tuesday 4:15-6:45
Corboy Law Center (CLC) 304

INSTRUCTOR: Michelle Lia, EdD
mlia@luc.edu

CONTACT INFO: 312-915-6925 Office
773-680-6363 Mobile
601 Lewis Towers

OFFICE HOURS: Before or after class or by appointment

COURSE OUTCOMES:**Upon completing this course, candidates will do the following:**

- Explain key elements of curriculum theory
- Explain, create, and lead effective curriculum design
- Infuse curriculum with Catholic identity
- Justify the most important learning and design of curriculum aligned to Standards (NSBECS, Archdiocese Religion Standards, Archdiocesan GAINS, NGSS, Illinois Learning Standards for Social Science)
- Create action plan for professional development to implement curriculum as an instructional leader

REQUIRED TEXTS for CIEP 442*:

Hale, J. A., & Fisher, M. (2013). *Upgrade your curriculum: Practical ways to transform units and engage students*. Alexandria, VA: Association of Supervision and Curriculum Development.

Jacobs, H. H., & Johnson, A. (2009). *Curriculum mapping planner: Templates, tools, and resources for effective professional development*. Alexandria, VA: Association of Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2005). *Understanding by design, 2nd ed.* Alexandria, VA: Association of Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2004). *Understanding by design professional development workbook*. Alexandria, VA: Association of Supervision and Curriculum Development.

***NOTE: Additional readings are saved on Sakai and in Google folder "CIEP 442 Spring 2017 Lia."**

School of Education's New Conceptual Frame Work Standards (CFS):

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

***CFS2: Candidates apply culturally responsive practices that engage diverse communities.**

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

***This CF is assessed in the course in the Curriculum Development Reflection Paper through LiveText.**

Absence Policy: You are allowed one absence from class. Please let the instructor know that you will not attend by emailing or texting her. More than one absence will result in an out-of-class assignment that will be due when you return. If you are not in class, you cannot earn participation points for that class.

Assignments and Grades

Assignment	Due Date	Points Earned
(1) Participation	each week	/130
(2) "This I Believe" reflection	January 31	/30
(3) Year-Long Plans	February 14 at 11:55 pm	/60
(4) Discussion Leader	March 28 in class	/50
(5) Unit plan 2.5 hours	March 7 at 11:55 pm	/50
(6) Professional Development Plan	Present in class on April 25 Submit to Sakai by May 2 at 5:00 pm	/100
(7) Final Exam – take-home exam	Submit to Sakai by May 2 at 5:00 pm	/100
(8) Curriculum Reflection This is a core assessment. You will submit it to LiveText.	Submit to LiveText by May 2 at 5:00 pm	/100

SCHOOL OF EDUCATION GRADING SCALE

Percent Range	Letter Grade
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and Below	F

DATE	CLASS MEETING TIME
January 17	4:15-6:45
January 24	4:15-6:45
January 31	4:15-6:45
February 7	4:15-6:45
February 14	4:15-6:45
February 21	4:15-5:15 start in CLC 304 and go up to Lewis Library on 6 th floor
February 28	No class – complete 2.5 hour unit plan
March 7	4:15-6:45
March 14	4:15-6:45
March 21	4:15-6:45
March 28	4:15-6:45
April 4	4:15-6:45
April 11	4:15-6:45
April 18	No class
April 25	4:15-6:45
May 2	No class – all paperwork due by 5:00 pm

ASSIGNMENTS

- ✓ All assignments are due at midnight on the due date unless noted.
- ✓ All assignments completed outside of class must be completed using Microsoft Word or saved as a PDF (you can create in Pages, but please save as Microsoft Word or as a PDF before submitting).
- ✓ All assignments completed outside of class must be submitted via Sakai unless otherwise noted. Electronic submissions only, please.
- ✓ Use APA 6th edition for all references and writing.

ASSIGNMENTS

(1) PARTICIPATION: Each week, you will be graded on your participation. Participation means that you come to class ready to learn and respond, you have thoughtfully read the readings and completed the assignments, and you are ready to respond to the readings and written assignments in a thoughtful way. You will also be graded on LiveText on your dispositions based on the criteria of the School of Education. These descriptors and [rubrics can be found on pp. 8 and 9](#) of this syllabus.

(2) “This I Believe” REFLECTION (30 points)

For this assignment, you will write a 2-3 page paper about what you believe regarding curriculum. You will begin with your definition of curriculum. This definition should include at least one reference using APA from one of this course’s textbooks or articles or something you find on your own. This paper will include a reference page using APA that does not count in the 2-3 page count.

Due January 31 – bring to class; due to Sakai by midnight

See more detailed description and [rubric on pp. 10-11](#)

(3) SIX YEAR-LONG PLANS (60 pts)

You will create six year-long plans in one subject and six consecutive grade levels (e.g., math ylps 7th-12th grades; religion ylps K-5th). The ylps should be arranged by month or grading period. The six year-long plans should include major topics of study, may include sub-topics (optional), but all learning should be aligned to the Archdiocese of Chicago GAINS Standards or the ‘highest’/most rigorous standards of that subject/content area (e.g., NGSS). These year-long plans should be aligned so there are no redundancies – new learning occurs each year even if the topic has the same name. Many examples will be shared in class.

Due February 14 – bring to class; submit to Sakai by midnight

Use the [rubric on pages 12-13](#).

(4) DISCUSSION LEADER. (50 points)

You will **choose a chapter** from *Upgrade Your Curriculum: Practical Ways to Transform Units and Engage Students*. You will be that chapter’s discussion leader. You will need to...

- Read the chapter carefully and annotate so you can guide the discussion
- Start the discussion with a hook, anticipatory set, or ice breaker (can be as short as 30 seconds)
- Come to class with discussion questions; facilitate the discussion with guiding or follow-up questions
- Share any ‘A Ha’ or ‘Oh No’ moments from your chapter
- Visual(s) recommended
- Handouts are optional
- **Audience: Think of the class as your faculty, and you are the instructional leader.**

Lead on March 28

Use the [rubric on page 14](#) of this syllabus for more information

(5) The 2.5-Hour UNIT PLAN (50 points)

Write a unit plan. This can be a topic on one of the year-long plans you wrote or any topic that you plan to teach this school year. Please start from scratch – do not revise a unit you have already taught. The goal of this assignment is to go through the process with the eyes of a school leader so you can provide first-hand and recent experience of writing a unit. You will use the Understanding by Design template. Please only spend 2.5 hours on this assignment, focusing on Stages 1 and 2. Stage 3 can be a calendar or a bulleted list by day. Examples will be shown in class.

Due on March 7 – bring to class. Submit to Sakai by March 7 at midnight. [Rubric on pp. 15-17](#).

(6) PROFESSIONAL DEVELOPMENT PLAN (100 points)

Write a Professional Development (PD) Plan for one year for a school. This plan will lead the teachers through an explanation of one or more of the following: Backward Design, differentiated instruction, assessment, data analysis – any topic related to curriculum and are a need in the school (determined through data analysis). Topics must be related to curriculum. The PD Plan must consist of at least four PD meetings. The Plan must include the following:

- ✓ **A professional development proposal that you would share** with an assistant principal, fellow principal, assistant superintendent, and/or school board [looks like a memo]. Please cite at least one piece of research to support this initiative. (Also include the full reference at the bottom of the memo.)
 - Include a **rationale** for why the school needs this (e.g., no written curriculum exists, poor student achievement, lack of collaboration among teachers, etc.)
 - The **outcomes for the plan**
 - **Dates and times** for the four PD meetings to occur
 - **Agendas (4)** for all four meeting dates
 - A plan for **where the curriculum will be stored** (local drive, Google drive, Dropbox, etc.)
- ✓ **A short multimedia presentation to introduce the plan to the faculty** (which you will share in class)
- ✓ **Samples of year-long plans, unit plans, and lesson plans** (*these can be gleaned from your own curriculum writing, fellow teachers, this class, etc. No need to create or write something if you can find it.*)
- ✓ **A plan for how PLCs will be used**

PD Plan checklist:
*Proposal
*Multimedia presentation
*Samples
*PLC plan
*4 agendas

Some other things to consider -

- What **standards** will your teachers use?
- What **forms** will teachers use for consistency?
- What process will you put in place to revise and review the curriculum each year?
- What are some challenges that might be faced by Catholic educators writing curriculum?
- How do you think the teachers at your school would respond to this process?
- As a future Catholic school leader, how will you lead teachers through this process?
- What resources or information will you need to lead them? (e.g., professional books, subscriptions to web sites, instructional coach, professional development provider, etc.)
- What will the final product look like when all teachers in your school have year-long plans for every subject and course, and unit plans for every topic on the year-long plans?

Present in class on April 25 – format will be a poster session; prepare an “elevator pitch,” bring your laptop or tablet to show the multimedia and have hard copies of other documents

Due to Sakai on May 2 at 5:00 pm.

Rubric on pages 18-19; Resources on pages 20-21

(7) FINAL EXAM: Curriculum Scenarios (100 points)

For your final exam, you will be asked to analyze three different curriculum scenarios, sketch out an action plan for each, and write a 1-2 page reflection narrative for each. Please see the description and rubrics on pages of this syllabus.

Work on final in class on April 25; Due on May 2 at 5:00 pm to Sakai

Description on page 22; Rubric on pp. 26-27; Templates on pp. 23-25

(8) CURRICULUM REFLECTION PAPER: (100 points)

THIS ASSIGNMENT IS SUBMITTED TO LiveText.

Write a reflection of this process. Consider the writing of the six year-long plans and the 2.5 hour unit plan. Use the rubric on page to answer these and more:

- ✓ Consider your process. Consider the use of the templates, the examples, the textbook, etc. How did these resources help or hinder you? What worked (and didn't) for you as a Catholic educator?
- ✓ How do you think the teachers at your school would respond to this process?
- ✓ As a future Catholic school leader, how will you lead teachers through this process? What resources or information will you need to lead them?

- ✓ What will the final product look like when all teachers in your school have year-long plans for every subject and course, and unit plans for every topic on the year-long plans?
- ✓ How will you follow up and use a continuous improvement plan to review these plans?
- ✓ What questions do you have?

Due on May 2 at 5:00 pm to Sakai

THE RUBRIC FOR THIS ASSIGNMENT CAN BE FOUND ON LiveText.

TENTATIVE SCHEDULE FOR CIEP 442

Date	Topic	Due
Jan 17	Introduction/Syllabus What is Understanding by Design? What is Backward Design?	Read “Why is Backward Best?” Wiggins & McTighe
Jan 24	What is a year-long plan/curriculum map? How do you write a ylp? How do you lead the writing of ylps?	Read Intro, Chapter 1, Chapter 2 in UbD (Wiggins & McTighe) Read pp. Vvii-39 in Curriculum Mapping Planner (HHJ & AJ)
Jan 31	Writing course outcomes/syllabi Using and leading Backward Design school-wide	“This I Believe” reflection due ch 3 & 4 in UbD (Wiggins & McTighe)
Feb 7	Writing unit plans Leading, Reviewing and aligning unit plans Essential Questions	Read Ch 5 in UbD (Wiggins & McTighe) Review and skim pp. 60-133 (McTighe & Wiggins UbD PD Workbook)
Feb 14	Assessment What assessments opportunities can we provide for all students so that they can show evidence that they learned what we intended? What assessment tasks and other evidence will anchor curriculum units and guide instruction?	Year-long plans due Read chapters 3 & 4 <i>Fair Is Not Equal</i> by Rick Wormeli Read Ch 7 in UbD (Wiggins & McTighe) Review and skim pp. 136-210 (McTighe & Wiggins UbD PD Workbook)
Feb 21	Getting to Know the Lewis Library and Loyola’s Library Services Bring your laptop or a tablet	4:15-5:15 – start in CLC 304
Feb 28	No in-person class meeting: Spend 2.5 hours writing unit plan.	
Mar 7	Assessment, Grading and Reporting What grading and reporting practices support learning and encourage learners? What is the teacher’s job when not teaching?	Unit plan due Read ONE of these chapters: 8, 9, or 11 in <i>Fair Is Not Equal</i> by Rick Wormeli Read Ch. 8 in UbD (Wiggins & McTighe)
Mar 14	Instructional Best Practices Part I UbD and DI	Read Ch. 9 & 10 in UbD (Wiggins & McTighe) Review and skim pp. 239-240 (McTighe & Wiggins UbD PD Workbook)
Mar 21	Instructional Best Practices Part II Classroom Walk Throughs, Peer Observations, Teacher Leaders	Read Ch. 11 & 12 in UbD (Wiggins & McTighe)
Mar 28	<i>Upgrade Your Curriculum</i> discussions	Read Your Upgrade Your Curriculum chapter, be prepared to lead Read Chapters 1-4 <i>Upgrade Your Curriculum</i>
Apr 4	What is the job of an instructional leader ? Professional Learning Communities (PLCs)	Read Module 10 & 11 & 12 in Curriculum Mapping Planner (HHJ & AJ) Read “What is a Professional Learning Community?”
Apr 11	Products, Reform, and School Reform Issues in Curriculum Development What habits must we confront? How do I prepare for and work with the naysayers?	Read “A Compelling Case for Curriculum” Read Ch 13 in UBD (Wiggins & McTighe)
Apr 18	No in-class meeting; finalize your PD plan and presentation	
Apr 25	Final project presentations in a poster session format Final Exam	Present PD Plan
May 2	No in-class meeting	-- Final exams due to Sakai by 5:00 pm -- Professional development plan due to Sakai by 5:00 pm -- Curriculum Reflection Paper Due To LiveText by 5:00 pm

RUBRICS

(1) Participation

Disposition Domains for Teaching and Learning

Candidates commit to the following dispositions:

Inquiry: Candidates discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidate demonstrates the ability to generate own knowledge by carrying out discipline-recognized, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate own knowledge by carrying out systematic approaches to gathering and using data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate own knowledge by gathering and using data with little connection to instruction or promoting learning.	Candidate does not demonstrate the ability to carry out systematic approaches to gathering data.

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to	Candidates welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates examine and challenge their own beliefs about equity and social justice. Candidates reflect the importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates demonstrate their	In some instances, candidates affirm diversity and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates occasionally examine and challenge their own beliefs about equity and social justice. Candidates sometimes demonstrate importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates sometimes acknowledge the importance of taking action to promote multiple perspectives, to seek justice and prevent	Candidates do not welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates do not examine and challenge their own beliefs about equity and social justice. Candidates do not demonstrate importance of social context, as they never apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates show no commitment to taking action to promote multiple perspectives, to seek justice and prevent

taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	injustice, and to advocate for the marginalized in schools and society.	injustice, and to advocate for the marginalized in schools and society.
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Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	Candidate demonstrates personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidate promotes his/her own development and the development of others and engages in collaborative relationships that promote mutually beneficial outcomes. Candidate adheres to ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	Candidate partially demonstrates personal responsibility and agency by engaging in problem resolution and conflict management. Candidate partially seeks to develop self and others and occasionally participates in collaborative relationships that are mutually beneficial. Candidate acknowledges but may not reflect ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	Candidate does not demonstrate personal responsibility and agency in problem resolution and conflict management. Candidate does not seek to develop self and others or participate in collaborative relationships. Candidate does not engage or recognize ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.

Loyola Required Statements



IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

IDEA Objectives:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***

COURSE STANDARDS:

NATIONAL STANDARDS AND BENCHMARKS OF EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS (NSBECS)

NSBECS Standard 2: An excellent Catholic school adhering to mission provides a rigorous academic program for religion studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture and life.

2.1 Religious education curriculum and instruction meets the religious education requirements and standards of the (arch) diocese.

2.2 Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.

2.3 Faculty who teach religion meet (arch) diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.

2.4 The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

2.5 Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

2.6 Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.

2.7 The theory and practice of the Church's social teachings are essential elements of the curriculum.

Standard 3: An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

3.1 Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.

3.2 Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.

3.3 Every student participates in Christian service programs to promote the lived reality of action in service of social justice.

3.4 Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.

NSBECS Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

7.7 Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

NSBECS Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

SREB 13: CRITICAL SUCCESS FACTORS/FUNCTIONS (2007):

CSF 1: The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

CSF 2: The school leader is able to set high expectations for all students to learn high-level content.

CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.

The Interstate School Leaders Licensure Consortium (ISLLC) STANDARDS (2008):

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E) and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions B,G, and I).

ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Function E).

ILLINOIS PROFESSIONAL TEACHING STANDARDS (IPTS) (2013):

Standard a-Teaching Diverse Students: The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

2. Performance Indicators-The competent teacher (2E) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

Standard c-Planning Differentiated Instruction: The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

2. Performance Indicators-The competent teacher (2B) creates short-term and long-term plans to achieve the expectations for student learning; **(2C)** uses data to plan for differentiated instruction to allow for variations in individual learning needs; **(2D)** incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences.

Standard e-Instructional Delivery: The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

2. Performance Indicators- The competent teacher: (2H) uses data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student.

Standard g-Assessment: The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

2. Performance Indicators-The competent teacher: (2I) uses effective co-planning and co-teaching techniques to deliver instruction to all students.

Standard I-Professionalism, Leadership, and Advocacy: The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents, or guardians, and the profession.

2. Performance Indicators-The competent teacher: (2C) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth.