PLS 3rd Learning
Educators elevated.®

Collaborative Inquiry for Students: Preparing Minds for the Future™

Course Description

Collaborative Inquiry for Students: Preparing Minds for the Future is a 3-credit hour course that provides educators with research-based strategies for designing and implementing collaborative inquiry for students. Collaborative inquiry fosters the skills students need now and in the future to develop a deeper understanding and mastery of content knowledge and skills. Participants experience and evaluate the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, appreciative inquiry, performance-based learning, and live-event learning. Participants identify desired results and acceptable evidence by developing standards-based essential questions, topic questions, and assessments. Participants explore the role of the facilitative leader as they learn strategies for teaching collaboration and designing collaborative inquiry experiences.

Digital vs. Printed Course Materials

Please note:

- There is a **required** $10 material fee that provides access to digital course materials. The digital materials are identical to the printed materials.
- You have the **option** to purchase a printed manual, along with other corresponding materials for an additional $30.

Digital Course Materials: *Once your class is confirmed, you will receive a confirmation letter that delineates how to access the digital materials. In addition, you are required to print a small "Items to Print" packet to bring to each class session. You will need to access these digital materials during the course, so be prepared to bring your own personal electronic device to each class.* **Printed Materials:** *If you pre-ordered and paid for a printed manual, you will receive it on the first day of class.*

Required Text

Research-based designed materials, web-based resources, selected research articles, research synthesis, and topical articles drawn from educational literature.

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.

2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to collaborative inquiry.

3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.

4. Design learning experiences that allow students to develop learning, innovation, life, career, and mind skills that correlate to local and global trends.

5. Design learning experiences that develop teamwork, collaboration, communication, and decision-making skills in students.

6. Design an appreciative inquiry experience for the classroom that focuses on innovation and change and aligns to the design components of collaborative inquiry.

7. Design a collaborative inquiry experience for implementation that utilizes one of the models on the spectrum and is based on a synthesis of the collaborative inquiry methods, components, and strategies learned.

8. Analyze one's strengths as a facilitative leader and identify ways to improve or strategies to implement.

Institutional Outcomes

(To be listed here)

Course Topical Outline

	List of Concepts
Welcome **Section 1: Discover—Collaborative Inquiry**	Overview of course concepts based on the *Appreciative Inquiry* model of discover, dream, design, and deliver; community of learners and collaborative introductions; section overview, objectives, section map, topic questions, and research excerpts; strategies that foster the Attitudes of Positive Intention; choice of moods and shift from deficit-based thinking to asset-based thinking; collaborative inquiry and collaborative inquiry for students; Spectrum of Collaborative Inquiry: Inquiry-Based Learning, Problem-Based Learning, Hypothesis-Based Learning, Project-Based Learning, Appreciative Inquiry, Performance-Based Learning, and Live-Event Learning; Collaborative Inquiry Design Components; experience *Individual Inquiry-Based* model utilizing Appreciative Inquiry and establishing a goal; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that focuses on reflective practice.
Section 2.1: Discover—Compelling Whys	Section overview, objectives, section map, topic questions, and research excerpts; compelling whys for using collaborative inquiry; 1) how collaborative inquiry fosters Gardner's *Five Minds for the Future:* The Disciplined Mind, The Synthesizing Mind, The Creating Mind, The Respectful Mind, and The Ethical Mind; experience *Problem-Based Learning*: solving difficult dilemmas; 2) compelling why: issues and trends that impact education and collaborative inquiry; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires a research and review of educational literature; complete an assessment that involves researching and sharing collaborative strategies that expand expertise.
Section 2.2: Discover—Compelling Whys	3) Compelling why: 21st Century Skills (Learning and Innovation Skills and Life and Career Skills) in collaborative inquiry experiences; analyze the levels of understanding based on Questions for Life cue words; experience *Hypothesis-Based Learning:* investigation of the Möbius Strip; design based on Questions for Life—Levels of Understanding and Collaborative Inquiry Design Components; complete a synthesis assessment in grade-level teams and design a collaborative inquiry experience to present to colleagues; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher

Section 2.2: Discover—Compelling Whys	practice; complete an assessment that requires the design of learning experiences that allow students to develop learning, innovation, life, career, and mind skills that correlate to local and global trends.
Section 3.1: Discover—Collaboration	Section overview, objectives, section map, topic questions, and research excerpts; experience teamwork; the value of collaboration and teamwork; form and manage collaborative teams; *Project-Based Learning:* design a brochure; TEAM Model for Collaborative Inquiry: T–Team Member Strengths, E–Establish Team Structure, A–Actively Communicate, and M–Make Collaborative Decisions; strategies for recognizing T—Team Member Strengths: Leadership Compass inventory, how each leadership style approaches work tasks, best ways to work with each leadership style; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.
Section 3.2: Discover—Collaboration	Strategies for E—Establish Team Structure: roles and responsibilities; strategies for A–Active Communication: active listening, active dialogue, active attention to leadership styles under stress, best ways to communicate with each leadership style; strategies for M–Make Collaborative Decisions: generating ideas, making collaborative decisions; experience *Appreciative Inquiry:* develop an innovative product; peer-evaluation; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that involves the design of learning experiences that develop teamwork, collaboration, communication, and decision-making skills in students; complete an assessment that involves the design of an appreciative inquiry experience for the classroom that focuses on innovation and change and aligns to the design components of collaborative inquiry; complete a synthesis assessment in grade-level teams and design a collaborative inquiry experience to present to colleagues.
Section 4.1: Dream—Envision the End	Section overview, objectives, section map, topic questions, and research excerpts; *Dream* stage of the Appreciative Inquiry; experience *Performance-Based Learning:* poetry in motion; Wiggins and McTighe *Understanding by Design; Stage 1—Identify desired results:* essential questions, topic questions, goals, and objectives aligned heart of the discipline; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.

Section 4.2: Dream—Envision the End	*Stage 2—Determine acceptable evidence:* self-assessment on knowledge of assessment and assessment practices; multiple intelligences products, assessment strategies: summative assessment, briefing, debriefing, diagnostic assessment, formative assessment, feedback, reflective assessment, and rubrics; experience *Hypothesis-Based Learning:* dinosaur excavation; formative and summative assessments to evaluate outcomes; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities; complete a synthesis assessment in grade-level teams and design a collaborative inquiry experience to present to colleagues.
Section 5: Design—Collaborative Inquiry	Section overview, objectives, section map, topic questions, and research excerpts; Stage *3—Plan learning experiences and instruction:* experience *Live-Event Learning*: museum tour of ancient Egypt; and conducting a museum tour of team designs and learning; analyze Questions for Life and design components; experience either *Problem-Based Learning:* cost of tile floor design or *Appreciative Inquiry:* future living under the earth, underwater, or in the sky; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete a synthesis assessment in grade-level teams and design a collaborative inquiry experience to present to colleagues.
Section 6.1: Deliver—Leadership and Implementation	Section overview, objectives, section map, topic questions, and research excerpts; goals for facilitative leadership: content facilitator, process facilitator, and emotions facilitator; *content facilitator:* resources needed for a lesson, teaching students how to evaluate reliable resources; *process facilitator:* self-assessing one's leadership style, facilitation strengths and struggles, monitoring and observing groups, establishing collaborative guidelines for an effective learning environment, and teaching students a collaborative inquiry process; *emotions facilitator:* safe emotional environment, fostering appreciation and respect for diversity, modeling appropriate interpersonal and communication skills, and empowering students; finalize a synthesis assessment in grade-level teams and design a collaborative inquiry experience to present to colleagues.

Section 6.2: Deliver—Leadership and Implementation	Present a collaborative inquiry experience developed by grade-level groups; feedback protocol for evaluating collaborative inquiry experiences; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; revisit essential question for the course; set goals for future application of course content; review and synthesize course concepts.

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes	Correlations to Institutional Outcomes
Assessment 1: Resource Reviews	30	Outcome 1	
Assessment 2: Expanding Expertise	35	Outcome 2	
Assessment 3: Review and Envision	20	Outcome 3	
Assessment 4: Developing 21st Century Skills	20	Outcome 4	
Assessment 5: Collaboration in the Classroom	20	Outcome 5	
Assessment 6: Appreciative Inquiry Experience	25	Outcome 6	
Assessment 7: Design a Collaborative Inquiry Experience	35	Outcome 7	
Assessment 8: The Facilitative Leader	15	Outcome 8	
Action Research Assessments Total	**100**		
Application Assessments Total	**100**		
Course Portfolio Total	**200**		
Virtual Classroom and Reflection/ Discussion Forum	TBD	Outcome 3	
Supplemental Assessment 1: Expectations and Acceptable Evidence	[15]	Outcome 7	
Final Course Portfolio Total			

Course Hours—Hours by Module

Collaborative Inquiry for Students: Preparing Minds for the Future

Virtual Classroom	20 hrs.
Course Content	44 hrs.
Activity Assignments	49 hrs.
Course Portfolio	22 hrs.
Course Total	**135 hrs.**

Welcome and Section 1: Discover—Collaborative Inquiry		**Section 2.1: Discover—Compelling Whys**	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	**Virtual Classroom:** Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	**Course Content:** Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.
Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.	**Activity Assignments:** Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	**Course Portfolio:** Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	**14**	**Total Session Hours**	**13**

Section 2.2: Discover—Compelling Whys		**Section 3.1: Discover—Collaboration**	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	**Virtual Classroom:** Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	**Course Content:** Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.
Activity Assignments: Application and Discussion of Course Concepts(Individual and in Groups)	5 hrs.	**Activity Assignments:** Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	**Course Portfolio:** Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	**14**	**Total Session Hours**	**13**

Section 3.2: Discover—Collaboration		Section 4.1: Dream—Envision the End	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	**Virtual Classroom:** Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	**Course Content:** Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.
Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.	**Activity Assignments:** Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	**Course Portfolio:** Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	**14**	**Total Session Hours**	**13**

Section 4.2: Dream—Envision the End		Section 5: Design—Collaborative Inquiry	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	**Virtual Classroom:** Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	**Course Content:** Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.
Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.	**Activity Assignments:** Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	**Course Portfolio:** Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	**14**	**Total Session Hours**	**13**

Section 6.1: Deliver—Leadership and Implementation		Section 6.2: Deliver—Leadership and Implementation	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	**Virtual Classroom:** Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	**Course Content:** Readings, Videos, Customized Narrated PowerPoint Instruction	3 hrs.
Activity Assignments: Application and Discussion of Course Concepts(Individual and in Groups)	5 hrs.	**Activity Assignments:** Application and Discussion of Course Concepts (Individual and in Groups)	4 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	**Course Portfolio:** Application Assessments and Synthesis Action Research Assessments	4 hrs.
Total Session Hours	**14**	**Total Session Hours**	**13**

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include: instructor presentation of new content through short lecture bursts supported by PowerPoint presentations and applicable Web-based resources; active construction of knowledge and application of course concepts through hands-on practice; collaborative group work; in-class presentations and demonstrations; ad hoc and structured small-group or whole class discussion and debriefing; insight analysis of assigned readings; reflective practice; and application of course concepts and skills to each participant's specific content area, grade level, classroom, and student population.

Research-Based Andragogy. A professional researcher, who provides course-related research regarding the best practices in the field of education, is involved in the process of designing each PLS 3rd Learning course. The research is a combination of seminal research and the most relevant and applicable research currently found in literature, as it relates to both the course content and the manner in which the course is designed and delivered. The research that supports each course is provided in the *Research* section of the course manual that each participant receives. The research that supports each section of the course is extracted from the *Research* section and discussed during the overview to each section. The *Research* section for each course is updated on a rotating basis to ensure that the research stays current and relevant. Each participant completes a multicomponent Action Research Project, which includes a research review of educational literature relating to the corresponding synthesis project.

Critical Thinking. Critical thinking is a hallmark of PLS 3rd Learning courses and the courses are designed to spiral learning and utilize a variety of thinking processes such as perception, induction, analysis, compare/contrast, insight, appraisal, summary, evaluation, idea, prediction, and synthesis. Participants evaluate the "why" that supports best practices; express points of agreement and disagreement; apply knowledge through activities that require complex thinking processes; and utilize discussion and debriefing to make thinking visible, as they reflect on content learned and make correlations to the classroom and teacher practice. In addition, *Collaborative Inquiry for Students: Preparing Minds for the Future* specifically addresses critical thinking by utilizing the Questions for Life thinking skills to design collaborative inquiry experiences; through the design of collaborative inquiry experiences across the spectrum, which include *Problem-Based Learning, Hypothesis-Based Learning, Project-Based Learning, Appreciative Inquiry,* and depending on the content, *Performance-Based Learning* and *Live-Event Learning*; and by fostering Gardner's "The Disciplined Mind," "The Synthesizing Mind," and "The Creating Mind."

Synthesis. Since PLS 3rd Learning courses are designed to spiral learning, participants continually synthesize previous concepts with current concepts learned. Throughout the course participants practice synthesis, by designing lessons and activities for the classroom and conducting individual and team presentations that integrate concepts and strategies learned. Participants complete a synthesis Action Research Project specific to this course as part of the Course Portfolio, in which participants complete several Action Research Assessments that require a review of educational literature (Assessment 1: Resource Reviews), research of current practices (Assessment 2: Expanding Expertise), a networking exchange of ideas and information (Assessment 2: Expanding Expertise Exchange), and a synthesis lesson design that incorporates course concepts (Assessment 7: Designing a Collaborative Inquiry Experience) for implementation in the classroom. The synthesis Action Research Project (Action Research Assessments) are 50% of the final grade.

Instructional Materials

Instructors and learners will use research-based designed materials, which include an Instructor Guide, Participant Course Manual, a Course Folder of materials, and PowerPoint presentations, as well as learner-generated materials, educational literature and resources, and Web-based resources to facilitate learning.

Evaluation

The evaluation of activities and assessments will be based on defined criteria which is communicated to the participants prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and the specific criteria delineated in each assessment rubric.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: section assessments; active engagement in activities that apply concepts learned; sharing of valuable, pertinent,

and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with subsequent instructor feedback; critical or reflective responses to assigned readings; constructive contributions to class discussions in a whole-class or small-group setting; and active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment involves the completion of a synthesis Action Research Project that requires each participant to complete several Action Research Assessments, which require a review of educational literature, research of current practices, an exchange of ideas and information, and the design of a lesson for implementation in the classroom, incorporating course concepts.

Grading Policy

(To be listed here)

Absence and Tardy Policy

(To be listed)

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, PLS 3rd Learning, 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:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' 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.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Participant Professionalism Policy

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

Alignments to *The Framework for Teaching Evaluation Instrument*

Each PLS 3rd Learning course is aligned to the components in ***The Framework for Teaching Evaluation Instrument*** by The Danielson Group. The alignments for this course are:

DOMAIN 1: PLANNING AND PREPARATION
1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments

DOMAIN 2: CLASSROOM ENVIRONMENT
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
2e: Organizing Physical Space

DOMAIN 3: INSTRUCTION
3a: Communicating with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
4a: Reflecting on Teaching
4d: Participating in the Professional Community
4e: Growing and Developing Professionally
4f: Showing Professionalism

Course Outcome Correlations with Model Core Teaching Standards (InTASC)

	Course Outcomes
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.	**1, 2, 3, 4, 5, 6, 7, 8**
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.	**1, 2, 3, 4, 5, 6, 7, 8**
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.	**1, 2, 3, 4, 5, 6, 7, 8**
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.	**1, 2, 3, 4, 5, 6, 7, 8**
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.	**1, 2, 3, 4, 5, 6, 7, 8**
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.	**1, 2, 3, 4, 5, 6, 7, 8**

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.	**1, 2, 3, 4, 5, 6, 7, 8**

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.	**1, 2, 3, 4, 5, 6, 7, 8**

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.	**1, 2, 3, 4, 5, 6, 7, 8**

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.	**1, 2, 3, 4, 5, 6, 7, 8**

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, The Department of Defense Education Activity, and five U.S. extra-state jurisdictions.

Council of Chief State School Officers. (2013, April). Interstate Teacher Assessment and Support Consortium InTASC *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development.* Washington, DC: Author.

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

Course Outcome Correlations with National Board for Professional Teaching (NBPTS) Five Core Propositions

Proposition 1: Teachers are Committed to Students and Their Learning.	**Course Outcomes**
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	**1, 2, 3, 4, 5, 6, 7, 8**
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.	**1, 2, 3, 4, 5, 6, 7, 8**
NBCTs understand how students develop and learn.	**1, 2, 3, 4, 5, 6, 7, 8**
They respect the cultural and family differences students bring to their classroom.	**1, 2, 3, 4, 5, 6, 7, 8**
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	**1, 2, 3, 4, 5, 6, 7, 8**
NBCTs are also concerned with the development of character and civic responsibility.	**1, 2, 3, 4, 5, 6, 7, 8**
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.	**1, 2, 3, 4, 5, 6, 7, 8**
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.	**1, 2, 3, 4, 5, 6, 7, 8**
They are able to use diverse instructional strategies to teach for understanding.	**1, 2, 3, 4, 5, 6, 7, 8**
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.	**1, 2, 3, 4, 5, 6, 7, 8**
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	**1, 2, 3, 4, 5, 6, 7, 8**

NBCTs know how to assess the progress of individual students as well as the class as a whole.	**1, 2, 3, 4, 5, 6, 7, 8**
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	**1, 2, 3, 4, 5, 6, 7, 8**

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.	**1, 2, 3, 4, 5, 6, 7, 8**
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	**1, 2, 3, 4, 5, 6, 7, 8**
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	**1, 2, 3, 4, 5, 6, 7, 8**

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.	**1, 2, 3, 4, 5, 6, 7, 8**
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	**1, 2, 3, 4, 5, 6, 7, 8**
They work with other professionals on instructional policy, curriculum development and staff development.	**1, 2, 3, 4, 5, 6, 7, 8**
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.	**—**

Bibliography

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