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| Expertise | Knowledge | C&I Online Outcomes |
| | | ➤ Understands different models of curriculum design as well as the different schools of curriculum development. |
| | | ➤ Understands different instructional models and corresponding derivatives and modifications. |
| | | ➤ Understands the progression of professional lives of teachers (II.5) |
| | | ➤ Understands leadership, learning, and communications styles in order to maximize professional growth and development as leaders within a complex educational system (I.2) |
| | | ➤ Understands research and best practices in professional development, adult learning theory, data driven decision making and the basic principles underlying innovation and change processes in educational organizations (II.1, II.2, II.3, II.5) |
| | | ➤ Understands the role of technology in facilitating learning, increasing efficiencies and managing data to improve educational outcomes (II.1) |
| | Skills | ➤ Uses technology to locate and access literature on curriculum and instruction. |
| | | ➤ Reads and analyzes literature on curriculum and instruction |
| | | ➤ Provides a theoretical framework for the coherence of all components in a curriculum, components being: student characteristics, content discipline, standards and frameworks, materials, instructional strategies, environment, and evaluation. |
| | | ➤ Develop expertise in creating professional networks and effective collaborative strategies to enhance excellence in job performance and advance teaching as a profession. (I.1, II.6, I.3) |
| | | ➤ Develop expertise to facilitate collaboration with stakeholders in the educational enterprise in order to enhance the education of students in a democratic society. (III.3, III.1, II.6) |
| | | ➤ Develop ability to utilize multiple perspectives to critically analyze political practices and policy implications related to PD |
| | | ➤ Model acquired knowledge, skills, and technologies in the PD field (III.2) |
| | | ➤ Model ability to align professional development plans with the mission, values, and goals of school or district (I.1, I.2) |
| | Dispositions | ➤ Approaches knowledge as dynamic, not static. |
| | | ➤ Becomes reflective professional able to evaluate policies and practices critically using research to support position |
| | | ➤ Becomes empowered to make decisions on curriculum and instruction that meets the needs of students. |

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| Leadership/ Change Agent | Knowledge | ➤ Understands the school as an American institution with a history of social inequity. |
| | | ➤ Understands the nature of institutional change. |
| | | ➤ Develop awareness of educational issues and an understanding of global contemporary school systems, those serving low income, culturally and linguistically diverse students and communities. (III.1) |
| | Skills | ➤ Does a critical review and analysis of curricular issues and trends. |
| | | ➤ Develops a logical argument as to changes that can be made in education through curriculum development and implementation. |
| | | ➤ Model curricular, instructional and professional leadership in the pursuit of excellence in schools, districts, and states (I.2, II.4, III.2) |
| | | ➤ Advocate for sound professional development practices to improve academic achievement for all students (III.1) |
| | | ➤ Advocate for the development and support of communities of practice such as Professional Learning Communities and action research networks. (I.1) |
| | | ➤ Advocate for engagement in the educational policy development process |
| | Dispositions | ➤ Collaborates with others in informing public about problems with schools |
| | | ➤ Takes the initiative in planning for an effective staff development on curriculum and instruction that is research based. |
| | | ➤ Model a commitment to excellence in one's own teaching and professional development practices (I.2) |
| Intellectual Curiosity | Knowledge | ➤ Understands how past and current political and economic factors (among others) affect curriculum development and its implementation |
| | Skills | ➤ Studies and questions existing curricular practices and looks for appropriate solutions. |
| | | ➤ Assesses existing curriculum and its impact on student learning and overall goals of education. |
| | Dispositions | ➤ Values and problematizes the scientific method of gathering information and gaining knowledge. |
| | | ➤ Takes a broad minded approach to curriculum issues and suspends closure. |
| Research Qualitative & Quantitative | Knowledge | ➤ Knows the basic processes of experimental research and other quantitative methods. |
| | | ➤ Knows the principles of a variety of qualitative methods including ethnography, action research, and narrative research |
| | Skills | ➤ Can apply basic statistical tools to interpret numerical data |
| | | ➤ Can apply principled qualitative data collection and analysis strategies and tools. |
| | Dispositions | ➤ Values the importance of using valid and reliable data collection tools. |
| | | ➤ Values the importance of making valid conclusions and inferences from data. |

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| Academic Writing | Knowledge | ➤ Knows the conventions of a variety of academic genres (e.g. the teacher research report, the traditional journal article, the review of literature.) |
| | | ➤ Understands APA format and principles regulating titles and headings, documentations, and related matters. |
| | Skills | ➤ Can apply productive informal writing strategies as tools for learning and for research. |
| | | ➤ Can compose academic prose for a variety of audiences including peers, professors, and the larger scholarly and professional community. |
| | Dispositions | ➤ Welcomes participation in the academic discourse community. |
| | | ➤ Welcomes collaboration, peer review (in classrooms and out), vigorous and rigorous analysis of evidence. |

PD specific outcomes are shaded in blue

PD specific outcomes are aligned with NCSD standards see attached

I. Context Standards: Staff development that improves the learning of all students:

1. Organizes adults into learning communities whose goals are aligned with those of the school and district. ([Learning Communities](#))
2. Requires skillful school and district leaders who guide continuous instructional improvement. ([Leadership](#))
3. Requires resources to support adult learning and collaboration. ([Resources](#))

II. Process Standards: Staff development that improves the learning of all students:

1. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. ([Data-Driven](#))
2. Uses multiple sources of information to guide improvement and demonstrate its impact. ([Evaluation](#))
3. Prepares educators to apply research to decision making. ([Research-Based](#))
4. Uses learning strategies appropriate to the intended goal. ([Design](#))
5. Applies knowledge about human learning and change. ([Learning](#))
6. Provides educators with the knowledge and skills to collaborate. ([Collaboration](#))

III. Content Standards: Staff development that improves the learning of all students:

1. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. ([Equity](#))
2. Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. ([Quality Teaching](#))
3. Provides educators with knowledge and skills to involve families and other stakeholders appropriately. ([Family Involvement](#))