## Curriculum Map :: Office of Assessment & Accreditation :: Indiana State University MILE State Annua Fall 2019 Fall 2019

	Supervision Fall 2	Student Learning Outcomes																						
	Mission, Vision, and Im	ssion, Vision, and Improvement Ethics and Professional Norms			Equity, Inclusive	eness, and Cultural	Responsiveness	Learning and Instruction				Community and External Leadership			Operations and Management			Building Professional Capacity				Internship		
Course or Other Learning Activity	evaluate, develop, demon and communicate a capacit school mission and vision designed to reflect a core set of include values and priorities design,	vement fairness, inte ses that transparency e data use, digital citizen , collaboration mentation, perseverance	the flect cate tec, z,2 Understand and demonstrate the capacity to expany, trust about, and advocate for ethic advocate for ethic and legal decision success usc	d demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical	3.1 Understand and demonstrate the capacity to use data cubinet, and understand the cubinet, and schoose for a supportive and inclusive school culture	3.2 Understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educationation resources, technologies, and opportunities that support the educational success and well-bring of each student	3.3 Understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff	4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, rick curricula programs and other supports dutted academic student programs	4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high quality and equitable academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non- academic systems	4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal accessible assessments that- informed intructional informed and example and well-being	4.4 Program completers understand and demonstrate the capacity to collaboratively, evaluate, developed to of periodic developed and periodic developed and periodic developed technology, data systems, and assessment practices in a coherent, equitable, and systematic manner	5.1 Understand and demonstrate the capacity to voltage diverse families in strengthening student learning in and out of school	5.2 Understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for school improvement and student development	5.3 Understand and demonstrate the capacity to communicate through oral, written, and digital measurity the measurity of the organizational, community, and political contexts when advocating for the needs of their school and community	6.1 Understand and demonstrate the capacity to evaluate, develop, and implement communication, technology, school- level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school	6.2 Understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student	capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and resultations to	7.1 Understand and have the capacity to collaboratively develop the school's professional capacity through engagement in creatility, selecting, and hiring staff	7.2 Understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success an well-being of each student and adult in the school	7.3 Understand and have the capacity to personally engage in, as well as collaboratively learning designed to promote reflection, cultural responsiveness, distributed literacy, school improvement, and student success	7.4 Understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success	experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine	8.2 Candidates are provided a minimum of sk months of concentrated (12) 13 hours per vinkal include surbenito incare experiences that include authentic leadership activities within a school setting	8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader effectiveness as an educational leader setting: is present for a significant portion of the internship; is selected collaborabeely by the intern, a representative of district, and program faculty; and has received training from the suspervising institution
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