

ITQ REVIEW GUIDE

I. PROGRAM DESCRIPTION

The course or program description is a brief narrative which includes:

- A. A clear and concise description of the major ideas in the course or program.
- B. An explanation of how the course or program will help participants increase student achievement within their school entity or organization.

	Essential Components	Meets	Does Not Meet	Suggestions for Change if Criterion is Not met
A.	The course or program description includes a clear and concise narrative of the major ideas in the course or program.			
B.	Explain the knowledge participants need to address each standard.			

II. PA STANDARDS ALIGNMENT AND ARTICULATION

Explain and provide evidence that the course or program is aligned and fully articulated with one or more of the PA Leadership Standards. Proposals for Principals' Induction Program must be aligned with three core standards.

	Essential Components	Meets	Does Not Meet	Suggestions for Change if Criterion is Not met
A.	Explain the knowledge participants need to address each standard.			
B.	The applicant described the measurable competencies needed to demonstrate knowledge of each standard.			
C.	The applicant provided evidence of how the knowledge and skills associated with standard will be measured.			
D.	The applicant explained how the application of knowledge and skills associated with each standard will impact student achievement within the participant's school entity or organization.			

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III. Curriculum Framework

The curriculum framework describes what the course or program is designed to accomplish and how it will be measured. The curriculum framework has six required components:

- A. Big Idea
- B. Key Concepts
- C. Competencies
- D. Essential Questions
- E. Key Terminology
- F. Materials and Resources

Evidence must be provided that the implementation of the course or program will result in increased student achievement within the participant's school entity or organization.

Essential Components		Meets	Does Not Meet	Suggestions for Change if Criterion is Not met
A.	The proposal includes big ideas that describe concepts that transcend the content of the course. They are overarching principles that are essential to provide focus on specific content for all participants.			
B.	The proposal includes the key concepts that describe what the participants should know as a result of this course.			
C.	The proposal includes competencies that describe what the participants should be able to do (key skills) as a result of this course or program.			
D.	The proposal includes the essential questions linked to the big ideas that frame participant inquiry and assist in the transfer of knowledge and development of skills.			
E.	The proposal defines key terminology used in the course or program that links the standards, big ideas, concepts and competencies identified.			
F.	The proposal includes materials and resources used to develop the course or program, such as a list of names and/or titles of books, websites, research reports.			

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IV. Course or Program Syllabus (SAS Framework)*

Lesson Plans

The course or program proposal must include a syllabus (series of lesson plans) developed to successfully present and deliver the material in the course or program.

All in- class hours, on-line hours and blended hours must have a separate lesson plan for each day and /or component of instruction. In addition, each lesson plan must contain the number of hours required for the day or component and the number of hours associated with each job-embedded assignment.

Each course or program syllabus will provide a clear connection with the standards-aligned system (SAS) components identified below: standards, assessments, curriculum framework, instruction, materials and resources, and interventions – all aligned to student achievement.

The syllabus must demonstrate alignment to student achievement. The following lesson plan template contains the components that should be completed for each day and/or component of instruction which completes the syllabus for the course or program.

**The reviewers will look for the ways that the complete syllabus demonstrates direct alignment to student achievement.*

Essential Components		Meets	Does Not Meet	Suggestions for Change if Criterion is Not met
A.	The course or program includes clear standards with detailed lesson plan(s).			
B.	Each lesson plan includes the curriculum framework that connects the key concepts, competencies and essential questions.			
C.	Each lesson plan describes instructional content and strategies to support the key concepts.			
D.	Each lesson plan identifies/describes specific assessment measures and the measurement tools used to determine participant mastery of the concepts and competencies.			
E.	Each lesson plan identifies/describes the job- embedded assignments for each lesson and how they will demonstrate the application of the standards, concepts and competencies and impact student achievement. The time element needed to accomplish each job embedded			

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	assignment is provided.			
F.	Each lesson plan lists the materials and resources needed to deliver each lesson.			
G.	Each lesson plan identifies/ describes the specific interventions to support the adult learner in meeting the course expectations.			

V. Culminating Project

Describe, explain or provide the culminating project information as follows:

- A. Describe the project and how the project corresponds to the application of the standards, big ideas, concepts and competencies being developed in the course?
- B. Describe how the project is related to increasing student achievement in the participant's school entity or organization?
- C. Provide measurement rubrics or scoring guides that assess proficiency in assimilating the content of the course through the project. The measurements need to focus on measuring the standards, big ideas, concepts and competencies being developed in the culminating project in relation to the course.

	Essential Components	Meets	Does Not Meet	Suggestions for Change if Criterion is Not met
A.	The project description connects the standards, with the big ideas, concepts and competencies developed in the course/program.			
B.	The project clearly describes the relationship to increasing student achievement in the participant's school entity or organization.			
C.	Measurement rubrics or scoring guides that assess proficiency in assimilating the content of the course through the project. are provided for the project			

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VI. QUALIFIED STAFF INFORMATION

Faculty data sheets must be completed for all instructors. Each instructor must provide information on his/her highest degree and positions held in the last five years. At least one instructor must have had recent experience as a school or educational system leader within the last five years. Finally, all instructors must relate their academic preparation and professional experience to their ability to deliver the course content.

Essential Components		Meets	Does Not Meet	Suggestions for Change if Criterion is Not met
A.	Faculty data sheets are completed for all instructors.			
B.	The faculty data sheets include instructor information about his/her highest degree and positions held in the last five years.			
C.	At least one instructor had recent experience as a school or educational system leader within the last five years.			
D.	All instructors' professional and academic credentials are presented to reflect how their academic preparation and job experience qualify them to deliver the course/program content.			