

2014-2015 LONG SIGNATURE SHEET




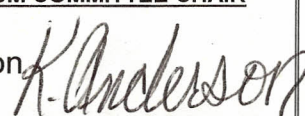

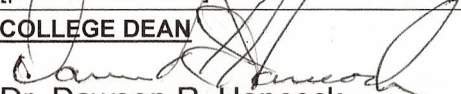
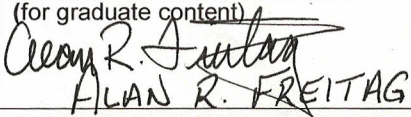
UNC CHARLOTTE

Proposal Number: EDUC 9-12-14

Proposal Title: New Elective Course for Students in Master's Level Programs in Teacher Education

Originating Department: Department of Middle, Secondary, and K-12 Education

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X _____ UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
10/31/14	10/31/14	10/31/14	Approved	<u>DEPARTMENT CHAIR</u>  Dr. Scott Kissau [print name here:]
10/31/14	10/31/14	11/3/14	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  Dr. Kelly Anderson [print name here:]
11/3/14	11/3/14	11/3/14	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u>  [print name here:]
11/3/14	11/3/14	11/3/14	Approved	<u>COLLEGE DEAN</u>  Dr. Dawson R. Hancock [print name here:]
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
11-3-14	12-2-14	1-13-15	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content)  ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Graduate Council

From: Dr. Scott Kissau, Chair, Department of Middle, Secondary, and K-12 Education

Date: October 15, 2014

Re: New Elective Course for Students in Master's Level Programs in Teacher Education

The Long Form is used for major curriculum changes. Examples of major changes can include:

Undergraduate: Major changes include new undergraduate degrees, minors, concentrations, certificates, and changes to more than 50% of an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Graduate: Major changes include new graduate courses, major changes to an existing graduate course or major changes to an existing graduate program

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses and programs should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

A. HEADING.

University of North Carolina at Charlotte

New Graduate Course (EDUC 6144)

College of Education, UNC Charlotte

B. PROPOSAL NUMBER.

EDUC 9-12-14

C. TITLE.

EDUC 6144: Introduction to National Board Certification

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. We propose to create an elective course that will give graduate students a deeper understanding of the National Board for Professional Teaching Standards certification process.

B. JUSTIFICATION.

1. The National Board for Professional Teaching Standards was created in 1987 to advance student learning and achievement by establishing: (a) definitive standards of accomplished teaching; and (b) a process by which the profession would certify whether or not a teacher had met those standards. Through a rigorous process under the auspices of the National Board with support from local school districts and educators, a teacher may elect to engage in the year-long process that leads to National Board certification. Although all master's level teacher education programs at UNC Charlotte embed general principles and practices of professional teaching standards in their curricula that lead to North Carolina advanced level certification, a course that extends the curricula of these programs is needed to delve deeply into the specific standards associated with National Board certification and to examine the procedures by which teachers may pursue that certification.

2. The only prerequisite for enrollment in this course is admission to a Master of Education (MEd) program or Master of Arts in Teaching (MAT) program at UNC Charlotte.
3. This new course will be numbered at the 6000 level to reflect the advanced knowledge and requirements intended for master's level graduate students enrolled in a teacher education program.
4. This course will thoroughly examine the specific National Board for Professional Teaching Standards and the procedures by which teachers may pursue National Board certification. In doing so, it will also allow students to strengthen their roles as teacher leaders by enabling them to identify an educational need, determine a course of action to address that need, and work with colleagues and administrators to bring about reform and renewal. This exploration will also help students develop the skills needed to successfully complete either the final capstone action research project (MEd) or the final capstone portfolio (MAT) in their respective programs.
5. This course has not been offered as a special topics course although portions of the course content have been offered in other courses in the MEd and MAT programs.

C. IMPACT.

1. Having queried several students enrolled in teacher education programs on campus, we have determined that many of them strongly desire and would benefit from a course devoted to a better understanding of the specific standards associated with National Board certification. Many of these students have expressed a desire to expand the content of their existing curricula by learning the procedures by which teachers may pursue National Board certification. As evidenced by the letters of support from the departments with students who may enroll in this course, we are confident that creation of this new course will add to the educational experience of our advanced level teacher education students. Because this will be an elective course, creation of this course will have no impact on enrollment numbers in existing master's level teacher education courses. Students will not have the opportunity to substitute this new course for any required courses in their respective programs.
2. What effect will this proposal have on existing courses and curricula?
 - a. We anticipate that the course will be taught once a year. If demand is sufficient, we will offer the course twice a year.
 - b. Although this course will be an alternative to other elective courses in which students may enroll, we believe that there will continue to be

sufficient quantities of students taking the other elective courses to be able to continue to offer those courses at the existing frequencies.

c. We anticipate that 15-20 students per year will enroll in this new course.

d. The enrollments in the elective courses of our master's level teacher education programs are robust enough to allow those courses to continue to be offered with existing regularity. This is based on the fact that we intend to offer this new course only once a year and that there are sufficient quantities of advanced teacher education students to allow the other courses to continue to be taught.

3. The course will be listed as a professional elective in the Graduate Catalog and on the planning sheets of all MEd and MAT programs in the Department of Middle, Secondary, and K-12 Education, Department of Special Education and Child Development, and the Department of Reading and Elementary Education.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none." For items which require "none" explain how this determination was made.

- A. **PERSONNEL.** Several existing full-time faculty are qualified to teach this new course. Two of those faculty members are: Dr. Diana Dagenhart and Dr. Teresa Petty in the Department of Middle, Secondary, and K-12 Education.
- B. **PHYSICAL FACILITY.** This course will be taught 100% on-line.
- C. **EQUIPMENT AND SUPPLIES:** None needed.
- D. **COMPUTER.** The primary delivery platform will be Moodle. As a result, instructors and students will need computers to engage the course.
- E. **AUDIO-VISUAL.** None needed.
- F. **OTHER RESOURCES.** None needed.
- G. **SOURCE OF FUNDING.** None needed.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** The attached Library Consultation form from Judy Walker reflects that the library holdings are adequate to support this proposal.
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** All three academic departments with master's level teacher education programs whose students who may enroll in this course consulted their faculty regarding the potential impact of this course on their programs and provided the attached letters in

support of creating this new course. Those departments are the Department of Middle, Secondary, and K-12 Education, Department of Special Education and Child Development, and the Department of Reading and Elementary Education.

C. **HONORS COUNCIL CONSULTATION**. Not applicable.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. **ORIGINATING UNIT**. On September 12, 2014, faculty in the Department of Middle, Secondary, and K-12 Education discussed this proposal during a department meeting and voted unanimously to support it. Specifically, 20 faculty members voted in favor of the proposal and no faculty members opposed the proposal. There were no abstentions.

B. **CREDIT HOUR**. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed:

- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

C. **ATTACHMENTS**.

1. **CONSULTATION**: Library consultation is attached.

2. **COURSE OUTLINE/SYLLABUS**: Course outline is attached.

3. **PROPOSED CATALOG COPY**:

EDUC 6144: Introduction to National Board Certification (3)
 This elective course will give students a deeper understanding of the National Board for Professional Teaching Standards certification process. Emphasis will be on broadening students' understanding of the National Board as a certifying entity, history of the certification process, National Board standards for each content area, core propositions, what every teacher should know and be able to do, learning to be a reflective practitioner, and the steps in the certification process. (Summer)

a. For a new course or revisions to an existing course, check all the statements that apply:

_____ This course will be cross listed with another course.

X There are prerequisites for this course. (* see below)

_____ There are corequisites for this course.

_____ This course is repeatable for credit.

_____ This course will increase/decrease the number of credits hours currently offered by its program.

_____ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

* The only prerequisite for enrollment in this course is admission to an MEd or MAT program at UNC Charlotte.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy. Not applicable.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an [existing Academic Plan of Study](#)?

Yes. If yes, please provide updated Academic Plan of Study in template format.

No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format.

No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes. Briefly explain below. Only one textbook will be required which will be supplemented with several free on-line web sites and materials.

No. Briefly explain below.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.



COURSE OUTLINE

COURSE NUMBER: EDUC 6144

CREDIT HOURS: 3

COURSE TITLE: Introduction to National Board Certification

CATALOG DESCRIPTION

EDUC 6144: Introduction to National Board Certification (3)

This elective course will give students a deeper understanding of the National Board for Professional Teaching Standards Certification Process. Emphasis on broadening an understanding of foundational components including the National Board as a certifying entity, history of the certification process, National Board Standards for each content area, Core Propositions, what every teacher should know and be able to do, learning to be a reflective practitioner, and the steps in the certification process. (Summer or as needed, 3 hours)

COURSE PREREQUISITES: Admission to the appropriate master's degree program (Masters in Education, MEd, or Master of Arts in Teaching, MAT)

COURSE RATIONALE

Today's students participate in a society that is changing faster than ever before, and educators must play a vital role in a young person's ability to successfully adapt to these changing dynamics. This course encourages participants to explore the National Board Process as one of the paths to greater understanding and competency in knowing: their students, the subjects they teach, how to effectively and efficiently teach those subjects, how to manage and monitor learning, how to systematically reflect on their practice, and how to be fully involved members of learning communities.

This exploration of the National Board Certification Process not only informs participants but also allows them to strengthen their roles as teacher leaders and enables them to identify a need, determine a course of action and work with colleagues and administrators to bring about reform and renewal. This exploration will also help prepare candidates to develop the skills needed to successfully complete either the final capstone action research project (MEd) or the final capstone portfolio (MAT).

COURSE OBJECTIVES

At the completion of this course, the successful candidate will be able to:

1. Fluently discuss the National Board for Professional Teaching Standards mission, history, Core Propositions, content specific standards, Architecture of Teaching, and current revised status (National Boards is in its third iteration).

2. Explore and synthesize research articles on advanced assessment of accomplished teaching to develop as teacher leaders who can effect school reform through a critical analysis of teaching.
3. Answer the questions: Is certification right for me at this juncture in my career? What are the pros and cons that a candidate must consider?
4. Apply the scoring process models using peer-assessments, and develop strategies for organizing the portfolio.
5. Explore, discuss, and understand Component 4, Impact and Accomplishments, detailing the impact these vital activities outside the classroom have on the students, school, colleagues and community.
6. Develop a spreadsheet with possible accomplishments in the area of leadership, collaboration, professional development, and avocation for families and communities. Write at least two well organized submissions detailing these accomplishments using descriptive, analytical, and reflective writing.
7. Enhance understanding of the contextual information sheet, videotaping strategies. Prepare, assess and peer-evaluate a videotape of a student learning segment using the Component 3 scoring rubrics.
8. Review and evaluate competence in descriptive, analytical, and reflective writing in assessing student work samples. Develop, assess and peer-evaluate several writing samples using the Component 2 scoring rubrics.
9. Research Component 1: Assessment Center, process; then develop a plan for preparing a packet of resources.

INSTRUCTIONAL METHODS

Online Only, Moodle discussions and assignments, individual readings, and research.

COURSE CONTENT

This course utilizes the wealth of online materials to allow educators to understand the Nation Board and the process for certification in a low stakes environment while seeing how closely the finalized National Board Portfolio aligns with the standards, course and projects they are already completing. Sample content includes:

- Exploration of school reform through professional development, the role of teacher leaders in education, and the critical analysis of effective teaching.
- Deep exploration of the certification process.
- Practice in descriptive, analytical, and reflective writing.
- Development of outlines of possible component samples.
- Light peer/instructor evaluation of products with no promise or expectation of final results.
- During the Fall and Spring regular semesters offering, this three (3) credit course requires three (3) hours of online instruction and six (6) hours of out-of-class student work **each week** for approximately 15 weeks. For Summer course offering, the course will meet daily for 5 weeks with one - two (1 - 2) hours of online instruction and three – four (3-4) hours of out-of-class work **each day** for approximately 5 weeks during the summer session.
- Out-of-class work may include but is not limited to: required readings, library research, internet research, written assignments, and project / portfolio development.

SAMPLE COURSE ACTIVITIES

During the five course modules, students will:

- Examine the National Board for Professional Teaching Standards Certification process.
- Examine and synthesize journal articles on the effectiveness of this process as advanced professional development.
- Develop an organization plan for completing the four components
- Develop a resource packet in preparation for Component 1: The Assessment Center.
- Develop a plan for analyzing and assessing student work in Component 2. Students will peer-assess writing practice samples using the Component 2 scoring rubrics.
- Develop a plan for videotaping, analyzing and assessing effective classroom practice in Component 3: Video Portfolio. Students will peer-assess writing practice samples using the Component 3 scoring rubrics.
- Create a spreadsheet of possible impact and accomplishments outside the classroom for Component 4.
- Engage in textbook readings, internet research, journal readings, lengthy forum discussions, and assignments on Moodle.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Assignments: The schedule for course assignments is noted in the course agenda. All work should be typed, double spaced, in a 12-point font. DEDUCTIONS will be assigned for late assignments. Detailed descriptions of assignments follow.

Assignment	% of Grade
Discussion Postings with evidence of deep exploration, research, reflection and peer assessment and support.	40
Component 1 Assessment Center Plan and resources packet	15
Component 2 Plan for presenting and evaluating student work with writing practice sample, peer-assessed.	15
Component 3 Plan for videotaping and evaluating student learning from the video with writing practice sample, peer assessed.	15
Component 4 Spreadsheet with three completed Impact and Accomplishments practice writing samples.	15
Total	100

Overview of Assignments for 100% of Total Course Grade

- Extensive use of Discussion forum for exploration, research, reflection and peer assessment and support will occur in the five modules for immersion into the National Board Certification Process. These threaded discussion posts will show approximately 25 hours over 5 modules of research and will culminate in the discussion posts. Students are expected to read all their colleagues posts before choosing two or more for threaded discussions about the topic. These topics will include the history of NB Certification, extensive research supports the need for NB Certified teaching and learning (see bibliography), the nuances of the process, and a close inspection and work

- with each of the four Components. Students will draft all four components for posting to the Discussion Forum and will peer assess these components as practice for actually completing the process on their own. Each of the postings will be 3-5 pages in length. (40% of Final Grade)
- Component 1 will include a plan for preparing for the Assessment Center and a resource packet. The candidate should show clear evidence of fully understanding the Assessment Center process and should reference the nbpts.org website and other research in his/her plan for preparing for the Assessment Center. The resource packet will include a comprehensive sample lesson in the candidate's content area that the candidate can use in the Assessment Center exercises. This lesson should include extensive details regarding working with diverse students, i.e. ESL, AIG, and EC student populations, cultural, socio-economic, sexual, physical, emotional and developmental diversity, and a nod to urban, suburban, rural content specificity. The specific lesson should include essential questions, focus and review, specific lesson goals and objectives, materials including technology, lesson sequence, formative and summative assessment. The packet will also include additional lesson ideas, methods for scaffolding content, CRISS/Cooperative Learning or other such specific strategies, ideas for working with families and the community, and ideas for professional development. This plan of action will fill a small notebook for the candidate and will include a 3-5 page plan with attached sample lesson. (15% of Final Grade)
 - Component 2 will include a plan for presenting and evaluating student work with writing practice sample, peer-assessed. This plan will mirror content specific requirements for each candidate's Component 2 which varies with the specific certification areas. Generally, Component 2 asks the candidate to present student work samples from several diverse students, to evaluate these work samples, and to develop a plan for showing learning, growth and development in deeper understanding of the specific content. The practice write-up will follow the prompts in Component 2 and will include the student work samples. For our purposes in practicing the process, candidates will peer evaluate classmates in similar content areas using the evaluation rubrics. (15% of Final Grade)
 - Component 3 will include a plan for videotaping and evaluating student learning from the video with writing practice sample. This plan will mirror content specific requirements for each candidate's Component 3 which varies with the specific certification areas. Generally, Component 3 asks the candidate to videotape a lesson, then choose specific segments of that video for evaluation student learning. The practice write-up will follow the prompts in Component 3 and may, at the discretion of the Professor, include the actual video segment being evaluated. Professors may instead choose to complete a video assessment form that can be used to evaluate the learning taking place in the classroom. For our purposes in practicing the process, candidates will peer evaluate classmates in similar content areas using the evaluation rubrics for Component 3. (15% of Final Grade)
 - Component 4 will include a spreadsheet of at least eight accomplishments outside the classroom with documentation to prove that the accomplishments actually occurred. The spreadsheet will include professional development taken in the last five years, leadership experiences outside the classroom in the last five years, and activities working with parents and families in the 12 months. The spread sheet will include columns briefly detailing the accomplishment, dates and times, significance, briefly detailing the impact on the candidate, students, faculty, families and/or the community,

and the document that will be used for proof. The practice write-up will mirror Component 4 prompts which are the same for all content areas and, for our purposes, will be peer evaluated by classmates in similar content areas using the evaluation rubrics for Component 4. (15% of Final Grade)

Evaluation

The course assignments and final grade do not include traditional "tests" but will be based on Portfolio Development entries, including Knowledge Building as evidenced in the Discussion Forum postings and responses and Component Development as evidenced in the four peer and professor assessed components, each given a specific percent value of the Final Grade.

A= 100-90 points

B= 89-80 points

C= 79-70 points

U= 69-0

I = Grade of Incomplete: Incompletes will only be granted in cases where there are extreme circumstances. You must be passing the course to request and incomplete. In addition, you must be able to demonstrate that extenuating circumstances have prohibited you from completing course requirements. If during the semester you feel that you will be unable to attend class or complete assigned

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Required Texts:

Shulman, J.H. & Sato, M. (Eds). (2006). *Mentoring Teachers Toward Excellence*. San Francisco, CA: Josey-Bass.

Supplemental Readings:

Websites

- The National Board website, <http://www.nbpts.org>, for process, Core Propositions, content standards, components
- The North Carolina Department of Public Instruction Essential Standards for your content area: <http://www.ncpublicschools.org/curriculum> (including graduation requirements, and Foreword and Introduction)
- National Standards from your content area (i.e. NCTM, NCTE, NCSS)

Articles

Research articles that explore the positive impact of certification on student achievement, i.e.:

- Bill & Melinda Gates Foundation. (2013). *Measures of Effective Teaching Project: Ensuring fair and reliable measure of effective teaching*. Bill & Melinda Gates Foundation.
- Cavalluzzo, L.C. (2004). *Is National Board Certification an effective signal of teacher quality?* The CAN Corporation.
- Chingos, M.M. & Peterson, P.E. (2011). It's easier to pick a good teacher than to train one: Familiar and new results on the correlates of teacher effectiveness. *Economics of Education Review*, 30(3), 449-465.

- Clotfelter, C., Ladd, H.F., and Vigdor, J.L. (2007). *How and why do teacher credentials matter for student achievement?* Working paper 2. National Center for Analysis of Longitudinal Data in Education Research.
- Goldhaber, D. & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics*, 89(1), 134-150.
- National Board for Professional Teaching Standards, (2012). *Hillsborough County Public Schools: New data prove the value of National Board Certification*.
- National Research Council. (2008). *Assessing accomplished teaching: Advanced-level certification programs*. Washington, DC: The National Academies Press.
- Salvador, S. K. & Baxter, A. (2010). *National Board Certification. Impact on Teacher Effectiveness*. Charlotte Mecklenburg Schools, Center for Research and Evaluation, Office of Accountability.
- Strategic Data Project. (2012). *SDP Human Capital Diagnostic: Los Angeles Unified School District*. Center for Education Policy Research, Harvard University.
- Strategic Data Project. (2012a). *Learning about Teacher Effectiveness: SDP Human Capital Diagnostic: Gwinnett County Public Schools, GA*. Center for Education Policy Research, Harvard University.
- Vandervoort, L.G. Amrein-Beardsley, A., and Berliner, D.C. (2004). National Board Certified Teachers and their students' achievement. *Education Policy Analysis Archives*, 12(3 46).

SPECIFIC POLICIES THAT APPLY TO THE COURSE

College of Education Conceptual Framework

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills

- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are highlighted below.

North Carolina Professional Teaching Standards (2007): 1) Demonstrate leadership, 2) Establish a respectful environment for a diverse population of students, 3) Know the content they teach, 4) Facilitate learning for their students, 5) Reflect on their practice.

North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities, and commitment reflected in the following five core propositions (nbpts.org).

Proposition 1. Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

Proposition 5: Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources. Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

Core Propositions and *Sample* Standards Alignment

National Board Core Propositions (consistent across all certificate areas)	Sample Standards (differ with each certification area) ELA/AYA
	Preparing the Way for Productive Student Learning
<p>I. Teachers are committed to their students and their learning.</p>	<p>1. Knowledge of students: teachers acquire specific knowledge about students' individual, intellectual, and social development and use that knowledge to advance students' achievement as readers, writers, speakers, listeners, and viewers in the English language arts</p>
<p>II. Teachers know the subjects they teach and how to teach those subjects to students.</p>	<p>2. Knowledge of English Language Arts: teachers have a thorough command of the various domains of knowledge that compose the English language arts</p>
<p>III. Teachers are responsible for managing and monitoring student learning.</p>	<p>3. Instructional Design and Decision: teachers use their knowledge of students, English language arts, and pedagogy to design curricula, instruction, and assessment</p>
<p>IV. Teachers think systematically about their practice and learn from experience</p>	<p>4. Fairness, Equity, & Diversity: teachers demonstrate their commitment to fairness, equity, and diversity</p>

<p>V. Teachers are members of learning communities.</p>	<p>5. Learning Environment: teachers establish and manage inclusive learning environments in which they engage, challenge, and support students</p>
<p>III. Teachers are responsible for managing and monitoring student learning.</p>	<p>6. Instructional Resources: teachers create, select, adapt, and use a wide range of instructional resources to support their students' learning and strengthen their own teaching</p>

The Knowledge Bases of Professional Education Programs at UNC Charlotte

Excellent professionals possess a comprehensive knowledge base that is comprised of **conceptual knowledge, pedagogical knowledge, and reflective knowledge**. **Conceptual knowledge** relates to the individual’s broad knowledge base as well as a more specialized knowledge base in their content field and knowledge of how human beings learn and develop. **Pedagogical knowledge** entails the understanding of methods of effective teaching: knowledge of how to teach subject matter and knowledge of how to teach the subject matter to specific learners, with attention to individual differences. **Reflective knowledge** enables cogent evaluation of teaching practice, including self-appraisal. **Excellent professionals** understand how to blend these types of knowledge in actuating teaching and learning in positive ways. **Excellent professionals** make connections between the knowledge base and the uses of this knowledge. Four particular uses of knowledge are emphasized within professional education programs at UNC Charlotte:

- Excellent professionals use knowledge to provide **effective instruction** in order to have a positive impact on P-12 student learning
- Excellent professionals use knowledge to **respond** to the needs of P-12 learners and to provide developmentally appropriate, age appropriate, individually appropriate, and culturally responsive instruction.
- Excellent professionals use knowledge to **collaborate** with families, communities, and colleagues to benefit children, youth, and young adults
- Excellent professionals use knowledge to **provide effective leadership** for the improvement of professional practice at a variety levels for the benefit of children, youth, and young adults.
- In summary, UNC Charlotte develops excellent professionals who are knowledgeable, effective, reflective, responsive to equity and diversity, collaborative, and who are leaders in their profession.

NCATE Standard One for All Teachers

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Teacher candidates have inadequate knowledge of subject matter that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards. Fewer than eighty percent of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.

ACCEPTABLE

Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.

TARGET

Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the academic content examinations in states that require such examinations for licensure.

PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Teacher candidates do not understand the relationship of content and pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn.

ACCEPTABLE

Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.

TARGET

Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations

and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards as shown in their lack of knowledge of school, family, and community contexts or in their inability to develop learning experiences that draw on students' prior experience.

ACCEPTABLE

Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.

TARGET

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world problems.

DISPOSITIONS FOR ALL CANDIDATES

UNACCEPTABLE

Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. They do not model these dispositions in their work with students, families, and communities.

ACCEPTABLE

Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.

TARGET

Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

STUDENT LEARNING FOR TEACHER CANDIDATES
(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience.

ACCEPTABLE

Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.

TARGET

Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Code of Student Academic Integrity

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>. *Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

College of Education Diversity Commitment

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education,

and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/up-409>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Student Course Evaluation Process and Confidentiality

Courses in the College of Education are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations are administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process is secure and confidential. The technology used ensures anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

Credit Hour Statement

During the Fall and Spring regular semesters offering, this three (3) credit course requires three (3) hours of online instruction and six (6) hours of out-of-class student work **each week** for approximately 15 weeks. For Summer course offering, the course will meet daily for 5 weeks with one - two (1 - 2) hours of online instruction and three – four (3-4) hours of out-of-class work **each day** for approximately 5 weeks during the summer session. Out-of-class work may include but is not limited to: required readings, library research, internet research, written assignments, and project / portfolio development.

Professional Dispositions for Professional Education Programs

Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. (These may be found online at <https://education.uncc.edu/resources/professional-dispositions-plan-and->

information). Education is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate's career preparation and as such will be emphasized throughout this course and the program.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Dr. Jeanneine Jones
Dr. Diana Dagenhart
August 9, 2014

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
Date

Chair: _____

Approved on 1/13/15 by the College Graduate Curriculum Committee
Date

Chair: K. Andersson