2014-2015 LONG SIGNATURE SHEET

UNC CHARLOTTE

Proposal Number: _MDSK 03-09-16_

Proposal Title: _Graduate Certificate in National Board Certification_

Originating Department: _Middle, Secondary & K-12 Education (MDSK)_

TYPE OF PROPOSAL: UNDERGRADUATE_____ GRADUATE_____ UNDERGRADUATE & GRADUATE____

(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
3/18/16	3/19/16		Approved	**DEPARTMENT CHAIR** Dr. Scott Kissau *AMK*
4/4/16	4/4-4/11	4/12/16	Approved	**COLLEGE CURRICULUM COMMITTEE CHAIR** Dr. Kelly Anderson *K. Anderson*
—	—	—	Approved	**COLLEGE FACULTY CHAIR (if applicable)** NA
4/13/16	4/14/16	4/14/16	Approved	**COLLEGE DEAN** Dr. Ellen McIntyre *Associate Dean*
			Approved	**GENERAL EDUCATION** (if applicable; for General Education courses) NA
			Approved	**HONORS COLLEGE** (if applicable; for Honors courses & programs) NA
			Approved	**UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR** (for undergraduate content) NA
4/18/16	5/3/16	7/8/16	Approved	**GRADUATE COUNCIL CHAIR** (for graduate content) *Rob Roy McGregor* Rob Roy McGregor
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

Long Form

Course and Curriculum Proposal

University of North Carolina at Charlotte

New Graduate

Course and Curriculum Proposal from: Department of Middle, Secondary & K-12 Education (MDSK)
Establishment of a Graduate Certificate in National Board Certification

A. PROPOSAL SUMMARY.

The Department of Middle, Secondary & K-12 Education proposes to add a new Graduate Certificate Program in National Board Certification that will include four new graduate courses: EDUC 6310, EDUC 6320, EDUC 6330 and EDUC 6340.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

Achievement of National Board Certification signifies accomplished teaching. The National Research Council (2008) states "that evidence is clear that the National Board Certification distinguishes more effective teachers from less effective teachers with respect to student achievement". In an effort to prepare teachers to be successful in pursuing and achieving National Board Certification, this program provides an overview of contemporary issues and practices of National Board Certification and portfolio component requirements through the investigation of current research, certification area standards, core propositions and the process for achieving certification. Upon completion of this program, students will have the knowledge and skills necessary to complete the National Board Certification portfolio.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

Admission to the Graduate Certificate in National Board Certification Program

The following items must be submitted as part of the application. These must be submitted online through the Graduate School's application system. The online application system can be accessed online at graduateschool.uncc.edu/future-students/admissions/apply-now. Submission of the application form requires payment of an application fee, which is paid online by credit card; the fee is neither deductible nor refundable.
1. An undergraduate degree from a regionally accredited four-year institution
2. A minimum GPA of 2.75
3. Three recommendations from persons knowledgeable of your interaction with children or youth
4. A statement of purpose
5. Clear criminal background check

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The courses are all 6000 level courses as appropriate for graduate coursework. The courses are numbered in the sequence that they should be taken (i.e. EDUC 6310, EDUC 6320, EDUC 6330, EDUC 6340).

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The proposed certificate program will serve to improve the quality of options for students, in that achieving National Board Certification is the mark of advancing in the profession. By offering this certificate, students will be able to prepare for the certification.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

NA.

C.   IMPACT.
Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The proposed certificate will serve currently licensed teachers in United States, interested in the National Board Certification process. The students will be graduate-level students, any major, as long as they are currently teaching. The assignments for courses within the plan of study for this certificate will require reflection and work related to a classroom setting.

2. What effect will this proposal have on existing courses and curricula?

This proposal will not have an effect on existing courses as the courses in the program are intended for classroom teachers who are pursuing or plan to pursue National Board Certification. The courses are developed only for this group of students in this Graduate Certificate program.

a. When and how often will added course(s) be taught?

Each course will be taught during the summer sessions every academic year. EDUC 6310 and EDUC 6320 will be offered during Summer I while EDUC 6330 and EDUC 6340 will be offered during Summer II.

b. How will the content and/or frequency of offering of other courses be affected?

The content and offering of other courses will not be affected as these courses are only offered for students in this new

Graduate Certificate program. The courses in this program will not be taken by students in other programs.

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

The anticipated enrollment for this program is 20. Each student will take all four courses to complete the program. We will recruit nationwide for this program.

d. How will enrollment in other courses be affected? How did you determine this?

This will not affect enrollment in other courses because the courses for this program are intended to be taken by students enrolled in this certificate program. Courses in this program are not required courses in other programs.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

NA. Since this is a new certificate program and courses in this program are not requirements for other programs, other areas of catalog copy will not be affected.

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**. Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

Teresa Petty and Amy Good will teach the four courses in this program. They will teach these courses during the summer. It will not affect their workload during the Fall/Spring semesters. We will not need to hire new faculty or part-time faculty to effectively run this program.

B. **PHYSICAL FACILITY.** Is adequate space available for this course?

NONE. These courses will all be offered online. Space will not be needed.

C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

NONE. These courses will be offered online. There is not a need for any special equipment or supplies.

D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

NONE. These courses will be offered online. There is not a need for computer usage beyond the Learning Management System.

E. **AUDIO-VISUAL**. If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

NONE. These courses will be offered online. Audio-visual facilities are not needed.

F. **OTHER RESOURCES**. Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

NONE. These courses will be offered online. Other resources are not needed.

G. **SOURCE OF FUNDING**. Indicate source(s) of funding for new/additional resources required to support this proposal.

NONE. Funding is not needed.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

A. **LIBRARY CONSULTATION**. Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of ***Consultation on Library Holdings***).

Attached as Appendix B.

B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS**. List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

NA

C. **HONORS COUNCIL CONSULTATION**. In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

 NA

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. **ORIGINATING UNIT**. Briefly summarize action on the proposal in the
    originating unit including information on voting and dissenting opinions.

This proposal was presented at the March 18, 2016 meeting of the Department of Middle, Secondary & K-12 Education. After the presentation, a vote was taken on whether or not to support this proposal. Twenty faculty members voted yes. There were no abstentions or votes of no.

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: Attach relevant documentation of consultations with other units.
 See Appendix B

2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.
 See attached

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use red text with "strikethrough" formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).

All courses in this program are new courses. Proposed catalog course descriptions are attached as Appendix C.

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.
> __X__ 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.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

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.

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.

This is a new program. The existing SLOs for Advanced programs in COED will be used. A SLO report is included as Appendix A.

- SLO 1: Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
- SLO 2: Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

- SLO 3: Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P- 12 students access to rigorous and relevant curriculum specific to their learning needs.
- SLO 4: Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice.

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.

No. Briefly explain below.

Textbook alternatives have not been considered yet. Electronic textbooks will be considered to reduce the cost to students. Since this is a proposed new program, once approved textbooks for each course will be selected.

UNC CHARLOTTE
College of Education

COURSE OUTLINE

COURSE NUMBER: EDUC 6310   **CREDIT HOURS:**   3

COURSE TITLE: Contemporary Issues and Practices of National Board Certification

CATALOG DESCRIPTION

EDUC 6310: Contemporary Issues and Practices of National Board Certification (3)
This course will provide students an overview of contemporary issues and practices of National Board Certification through the investigation of current research, certification area standards, core propositions and the process for achieving certification. (Summer or as needed, 3 hours)

COURSE PREREQUISITES: Admission to the Graduate Certificate in National Board Certification

COURSE RATIONALE

Achievement of National Board Certification signifies accomplished teaching. The National Research Council (2008) states "that evidence is clear that the National Board Certification distinguishes more effective teachers from less effective teachers with respect to student achievement". In an effort to prepare teachers to be successful in pursuing and achieving National Board Certification, this course provides an overview of contemporary issues and practices of National Board Certification through the investigation of current research, certification area standards, core propositions and the process for achieving certification. This course is the first course in a four course Graduate Certificate in National Board Certification.

COURSE OBJECTIVES

At the completion of this course, the successful candidate will:
1.   Articulate the history of the National Board for Professional Teaching Standards.
2.   Be knowledgeable of the current research related to National Board Certification.
3.   Identify the standards and core propositions for the National Board for Professional Teaching Standards.
4.   Analyze the appropriate certificate area standards in regard to the current teaching environment.
5.   Demonstrate an understanding for the process of attaining National Board Certification.
6.   Develop a personal plan for applying for and completing the National Board Certification process.
7.   Be able to use descriptive writing in the various portfolio components.
8.   Utilize analytic writing when completing various portfolio components.
9.   Practice reflective writing in the various portfolio components.

10. Summarize, analyze and interpret the current research related to National Board Certification in the form of a literature review.

INSTRUCTIONAL METHODS

Online asynchronous threaded discussions, online synchronous small group and whole class discussions, individual readings and research

COURSE CONTENT

The purpose of this course is to present the contemporary issues and practices of National Board Certification through investigation of current research, standards and processes for obtaining National Board Certification.

- Exploration of the history of the National Board for Professional Teaching Standards.
- Examination of the certification area standards and Core Propositions.
- Analysis of current research related to National Board Certification.
- Examination of the four components for National Board Certification and the process for completing these components.
- Practice descriptive, analytical, and reflective writing through sample prompts.
- Out-of-class work may include but is not limited to: required readings, library research, internet research, written assignments, and planning activities that support the National Board Certification process.

SAMPLE COURSE ACTIVITIES

During the five course modules, students will:

- Investigate the history of National Board Certification.
- Read and analyze literature relevant to National Board Certification.
- Write a literature review.
- Read and analyze content area standards for National Board Certification.
- Complete a crosswalk of content area standards.
- Present their plan for completion of National Board Certification.
- Plan a detailed, individualized timeline and calendar for completion of National Board Certification.
- Engage in online discussion related to course readings.
- Examine the various writing styles necessary for completing National Board Certification.
- Participate in online synchronous class meetings.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Evaluation Evidence	% of Grade
Weekly Discussion Forum Engagement	30%
Crosswalk of Certification Area Standards	10%
Literature Review	20%
Analysis of Writing Samples	10%
Scope & Sequence for Completion of National Board Certification	30%

Overview of Assignments for 100% of Total Course Grade

- **Weekly Discussion Forum Engagement (30%)**

  Each discussion forum entry should include the following:
  - A comprehensive response to the discussion questions and activities (Be sure to address all components of the question.)
  - Reflection on assigned readings and lived experiences, as well as current issues in schooling that you deem appropriate to discuss given the module's topic (but which may not be called for in the actual questions)
  - Any questions, concerns, or other ideas that pertain to the module's topic, but which are not directly called for through the assigned discussion questions or discussion of any meaningful insights that develop as a result of reading, reflecting, or responding to others.

- **Crosswalk of Certification Area Standards (10%)**

  This will include:
  - An examination of National Board Certification Area Standards.
  - Comparative analysis of National Board Standards and current practices.
  - Submission of table demonstrating an understanding of this analysis.

- **Literature Review (30%)**
  - Read 8 to 10 research articles regarding current issues of National Board Certification. The articles should be current and peer-reviewed. Paper must be formatted in 6th Edition APA.
  - Create an annotated bibliography of those articles.
  - Further analyze and synthesize the research into brief review of literature (8-10 pages)

- **Analysis of Writing Samples (10%)**
  - Review descriptive, analytic, and reflective writing samples.
  - Identify the type of writing use.
  - Determine if used appropriately and include necessary revisions.

- **Scope & Sequence for Completion of National Board Certification (20%)**
  - Develop a timeline for completing the National Board Certification process.
  - Identify support systems that exist.
  - Determine supports that are needed for success.
  - Identify areas of strength and areas for grow and plans for addressing weaknesses.
  - Submit scope and sequence the template provided in the course module.

Evaluation

The course assignments and final grade do not include traditional "tests" but will be based on weekly discussion forum engagement, a crosswalk of certification area standards, literature review, analysis of writing samples, and scope/sequence of the National Board Certification process.

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 an incomplete. In addition, you must be able to demonstrate that extenuating circumstances have prohibited you from completing course requirements.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Websites

The National Board website, http://www.nbpts.org, for process, Core Propositions, content standards, components

National Standards from your content area (i.e. NCTM, NCTE, NCSS)

Articles

Bond, L., Smith, T., & Baker, W. K. (2000). *Preliminary analysis report: Construct validity study of the National Board for Professional Teaching Standards*. Washington, DC: National Partnership for Excellence and Accountability in Teaching.

Boyd, W. L., & Reese, J. P. (June 06, 2006). Great expectations: The impact of the National Board for Professional Teaching Standards. *Education Next, 6,*(2), 50-57.

Clotfelter, C. T., Ladd, H. F., & Jacob, L. (2007). *Vigor." How and Why Do Teacher Credentials Matter for Student Achievement?"*. Working Paper, Cambridge, MA: National Bureau of Economic Research.

Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? National board certification as a signal of effective teaching. *The Review of Economics and Statistics, 89*(1), 134-150.

Harris, D. N., & Sass, T. R. (2009). The effects of NBPTS-certified teachers on student achievement. *Journal of Policy Analysis and Management, 28*(1), 55–80.

Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics, 95*(7), 798-812.

Hunzicker, J. (2011). Teacher learning through national board candidacy: A conceptual model. *Teacher Education Quarterly, 38*(3), 191-209.

Kelley, C., & Kimball, S. M. (2001). Financial incentives for National Board certification. *Educational Policy*, *15*(4), 547-574.

National Board of Professional Teaching Standards. (2001). *The impact of National Board Certification on teachers: A survey of National Board Certified teachers and assesors. An NBPTS research report.* Arlington, VA:National Board of Professional Teaching Standards.

Petty, T., Good, A. & Handler, L. (in press). National Board Certification in North Carolina: Five Motivators for Pursuit. In *T. Petty, A. Good, M. Putman (Eds.),* Handbook of Research on Professional Development for Quality Teaching and Learning. Hershey, PA. IGI Global.

Pucella, T. J. (2011). The impact of national board certification on burnout levels in educators. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *84*(2), 52-58.

Rotberg, I. C., Futrell, M. H., & Lieberman, J. M. (1998). National Board certification: Increasing participation and assessing impacts. *Phi Delta Kappan, 79*(6), 462.

Rouse Jr, W. A. (2008). National board certified teachers are making a difference in student achievement: Myth or fact?. *Leadership and Policy in Schools, 7*(1), 64-86.

Serafini, F. (2002). Possibilities and Challenges The National Board for Professional Teaching Standards. *Journal of Teacher Education*, *53*(4), 316-327.

Smith, T. W., & Colby, S. A. (2010). Perspectives on decisions of researchers who examine the efficacy of the advanced certification system of the National Board for Professional Teaching Standards. *Studies in Educational Evaluation, 36*(4), 143-152.

Vandevoort, L. G., & Berliner, D. C. (2004). National Board Certified teachers and their students' achievement. *Education Policy Analysis Archives*, *12*(46), 1-117.

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*

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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 (2013): 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, 6) Contribute to the academic success of students.

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 Core Propositions

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.

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

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Code of Student Academic Integrity

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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.*

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College of Education Diversity Commitment

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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.

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College of Education Technology Statement

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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).

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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.

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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.
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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. Teresa Petty & Dr. Amy Good

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____by the College Undergraduate Curriculum Committee

               Date

Chair: _____

Approved on _____by the College Graduate Curriculum Committee

               Date

Chair: _____

UNC CHARLOTTE
College of Education

COURSE OUTLINE

COURSE NUMBER: EDUC 6320   **CREDIT HOURS:**   3

COURSE TITLE: Planning and Assessing Effective Instruction for National Board Certification

CATALOG DESCRIPTION

EDUC 6320: Planning and Assessing Effective Instruction for National Board Certification (3) This course will prepare students for planning and assessing effective instruction for completion of National Board Certification. An overview of standards, research-based instructional strategies, and assessment techniques will be provided. (Summer or as needed, 3 hours)

COURSE PREREQUISITES: Admission to the Graduate Certificate in National Board Certification

COURSE RATIONALE

Achievement of National Board Certification signifies accomplished teaching. The National Research Council (2008) states "that evidence is clear that the National Board Certification distinguishes more effective teachers from less effective teachers with respect to student achievement". In an effort to prepare teachers to be successful in pursuing and achieving National Board Certification, this course prepares students for completion of Component 2 which is related to planning and assessment of instruction. This course is the second course in a four course Graduate Certificate in National Board Certification.

COURSE OBJECTIVES

At the completion of this course, the successful candidate will:
1.   Identify the various criteria for component 2 of the National Board Certification process.
2.   Be knowledgeable of the current research related to differentiation, instructional planning and assessment.
3.   Integrate the standards and core propositions for the National Board for Professional Teaching Standards in instructional planning and assessment.
4.   Select appropriate instructional activities and assessment strategies.
5.   Demonstrate an understanding for appropriate differentiation strategies.
6.   Develop an instructional sequence integrating National Board Standards.
7.   Be able to use descriptive, analytic and reflective writing in completion of the written commentary.
8.   Communicate rationale for instructional decision making and assessment.

INSTRUCTIONAL METHODS

Online asynchronous threaded discussions, online synchronous small group and whole class discussions, individual readings and research

COURSE CONTENT

The purpose of this course is to prepare students to successfully complete Component 2 of the National Board Certification process which is related to effective planning and assessment of instruction. This will specifically include:

- Introduction to Component 2 of the National Board Certification process.
- Examination of current literature related to differentiation, planning and assessment.
- Selection and analysis of appropriate instructional strategies and assessment strategies for effective practice.
- Practice instructional planning and assessment through development of an instructional sequence..
- Practice descriptive, analytical, and reflective writing through completion of the written commentary.
- Out-of-class work may include but is not limited to: required readings, library research, internet research, written assignments, and planning activities that support the National Board Certification process.

SAMPLE COURSE ACTIVITIES

During the five course modules, students will:

- Read and analyze literature regarding differentiation, planning and assessment.
- Learn the various criteria for National Board Certificate Component 2.
- Apply content area standards to the development of Component 2. Selection and analysis of various instructional activities.
- Plan a detailed instructional sequence.
- Engage in online discussion related to course readings.
- Review the various writing styles necessary for completing National Board Certification.
- Participate in online synchronous class meetings.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Evaluation Evidence	% of Grade
Weekly Discussion Forum Engagement	30%
Selection and Explanation of Instructional Activities	20%
Instructional sequence	30%
Written Commentary	20%

Overview of Assignments for 100% of Total Course Grade

- **Weekly Discussion Forum Engagement (30%)**

  Each discussion forum entry should include the following:
  - A comprehensive response to the discussion questions and activities (Be sure to address all components of the question.)
  - Reflection on assigned readings and lived experiences, as well as current issues in schooling that you deem appropriate to discuss given the module's topic (but which may not be called for in the actual questions)
  - Any questions, concerns, or other ideas that pertain to the module's topic, but which are not directly called for through the assigned discussion questions or discussion of any meaningful insights that develop as a result of reading, reflecting, or responding to others.

- **Selection and Explanation of Instructional Activities (20%)**

  Submit the National Board Instructional Activity form found in Module 3. This includes:
  - Description of the two instructional activities.
  - Purpose of the activities.
  - Instructional resources for the activities.
  - Reflection on the activities.

- **Instructional Sequence (30%)**
  - Develop 3 to 5 sequential lesson plans.
  - Include all activities and resources utilized during the lessons.
  - Highlight differentiation strategies that were used.

- **Written Commentary (20%)**
  - Review descriptive, analytic, and reflective writing styles.
  - Complete the National Board Written Commentary template. This is provided in Module 5.
  - The written commentary will be 10-12 pages.

Evaluation

The course assignments and final grade do not include traditional "tests" but will be based on weekly discussion forum engagement, a crosswalk of certification area standards, literature review, analysis of writing samples, and scope/sequence of the National Board Certification process.

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 an incomplete. In addition, you must be able to demonstrate that extenuating circumstances have prohibited you from completing course requirements.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Websites

The National Board website, http://www.nbpts.org, for process, Core Propositions, content standards, components

National Standards from your content area (i.e. NCTM, NCTE, NCSS)

Articles

Ballou, D. (2003). Certifying accomplished teachers: A critical look at the National Board for Professional Teaching Standards. *Peabody Journal of Education, 78*(4), 201-219.

Ballou, D., Sanders, W., & Wright, P. (2004). Controlling for student background in value-added assessment of teachers. *Journal of educational and behavioral statistics*, *29*(1), 37-65.

Beetham, H., & Sharpe, R. (2013). *Rethinking pedagogy for a digital age: Designing for 21st century learning*. New York, NY: Routledge.

Byrd, A., & Rasberry, M. (2011). *Teacher and teaching effectiveness: A bold view from National Board Certified teachers in North Carolina.* Chapel Hill, NC: Center for Teaching Quality.

Cantrell, S., Fullerton, J., Kane, T. J., & Staiger, D. O. (2008). *National board certification and teacher effectiveness: Evidence from a random assignment experiment* (No. w14608). Cambridge, MA: National Bureau of Economic Research.

Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, *36*(1), 7-27.

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2007). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. *Economics of Education Review, 26*(6), 673-682.

Darling-Hammond, L., & Falk, B. (1997). Using standards and assessments to support student learning. *Phi Delta Kappan*, *79*(3), 190-199.

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.

Hunzicker, J., & Lukowiak, T. (2012). Effective teaching and student engagement in the college classroom: Using the instructional practices inventory (IPI) as a tool for peer observation and self-reflection. *Journal on Excellence in College Teaching, 23*(1), 99-132.

Ladd, H. F. (2012). Education and poverty: Confronting the evidence. *Journal of Policy Analysis and Management, 31*(2), 203-227.

Lustick, D. (2002). *National Board Certification as professional development: A study that identifies a framework and findings of teachers learning to manage complexity, uncertainty, and community.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Lustick, D. (2011). Making accountability a force for dynamic education. *International Journal of Leadership in Education, 14*(2), 247-249.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

McMillan, J. H., Myran, S., & Workman, D. (2002). Elementary teachers' classroom assessment and grading practices. *The Journal of Educational Research*, *95*(4), 203-213.

McMillan, J. H. (2001). Secondary teachers' classroom assessment and grading practices. *Educational Measurement: Issues and Practice*, *20*(1), 20-32.

Tomlinson, C. (2014). *The Differentiated Classroom: Responding to All Learners*. Alexandria, VA : ASCD.

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, VA: ASCD.

Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K. & Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted*, *27*(2-3), 119-145.

Tomlinson, Carol Ann. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms.* Alexandria, VA: ASCD.

Treagust, D. F., Jacobowitz, R., Gallagher, J. L., & Parker, J. (2001). Using assessment as a guide in teaching for understanding: A case study of a middle school science class learning about sound. *Science Education*, *85*(2), 137-157.

Van Garderen, D., & Whittaker, C. (2006). Planning differentiated, multicultural instruction for secondary inclusive classrooms. *Teaching Exceptional Children*, *38*(3), 117-131.

Wiggins, G., & McTighe, J. (2011). *Understanding by Design*, Alexandria, VA: ASCD.

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 (2013): 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, 6) Contribute to the academic success of students.

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 Core Propositions

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.

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) 2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

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 multidimensional 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.

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FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Dr. Teresa Petty & Dr. Amy Good

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee

            Date

Chair: _____

Approved on _____ by the College Graduate Curriculum Committee

            Date

Chair: _____

UNC CHARLOTTE

College of Education

COURSE OUTLINE

COURSE NUMBER: EDUC 6330   **CREDIT HOURS:**   3

COURSE TITLE: Teaching Practice and Learning Environment for National Board Certification

CATALOG DESCRIPTION

EDUC 6330: Teaching Practice and Learning Environment for National Board Certification (3) This course will prepare students for evaluating and implementing research-based pedagogical practices. Students will investigate teaching practice and the learning environment related to National Board Certification. An overview of standards, research-based pedagogical practices, and video analysis will be provided. (Summer or as needed, 3 hours)

COURSE PREREQUISITES: Admission to the Graduate Certificate in National Board Certification

COURSE RATIONALE

Achievement of National Board Certification signifies accomplished teaching. The National Research Council (2008) states "that evidence is clear that the National Board Certification distinguishes more effective teachers from less effective teachers with respect to student achievement". In an effort to prepare teachers to be successful in pursuing and achieving National Board Certification, this course prepares students for completion of Component 3 which is related to teaching practice and the learning environment. This course is the third course in a four course Graduate Certificate in National Board Certification.

COURSE OBJECTIVES

At the completion of this course, the successful candidate will:
1. Identify the various criteria for Component 3 of the National Board Certification process.
2. Be knowledgeable of the current research related to research-based pedagogical practices.
3. Integrate the standards and core propositions for the National Board for Professional Teaching Standards in teaching practice.
4. Select appropriate research-based pedagogical practices.
5. Demonstrate an understanding of appropriate research-based pedagogical practices.
6. Create lesson plans using research-based pedagogical practices that integrate National Board standards.
7. Analyze teaching episode and reflect on teaching practice.
8. Be able to use descriptive, analytic and reflective writing in completion of the written commentary for Component 3.

INSTRUCTIONAL METHODS

Online asynchronous threaded discussions, online synchronous small group and whole class discussions, individual readings and research

COURSE CONTENT

The purpose of this course is to prepare students to successfully complete Component 3 of the National Board Certification process which is related to teaching practice and the learning environment. This will specifically include:

- Introduction to Component 3 of the National Board Certification process.
- Examination of current literature related to research-based pedagogical practices..
- Selection and analysis of research-based pedagogical practices.
- Written lesson plans showing implementation of research-based pedagogical practices.
- Videotaping the implementation of the lesson plans.
- Analysis of teaching practice and the learning environment.
- Practice of descriptive, analytical, and reflective writing through completion of the written commentary for Component 3.
- Out-of-class work may include but is not limited to: required readings, library research, internet research, written assignments, and planning activities that support the National Board Certification process.

SAMPLE COURSE ACTIVITIES
During the five course modules, students will:

- Read and analyze literature regarding research-based pedagogical practices.
- Learn the various criteria for National Board Certificate Component 3.
- Explore strategies for effective videotaping and video editing.
- Apply content area standards to the development of Component 3.
- Select and analyze various research-based pedagogical practices.
- Write lesson plans utilizing the identified research-based pedagogical practices.
- Videotape the implementation of a lesson plan.
- Analyze the teaching practices shown in the video.
- Provide a written reflective analysis of the teaching episode.
- Engage in online discussion related to course readings.
- Review the various writing styles necessary for completing National Board Certification.
- Participate in online synchronous class meetings.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Evaluation Evidence	% of Grade
Weekly Discussion Forum Engagement	30%
Selection of Research-based Pedagogical Practices	20%
Reflective Analysis of Teaching Practice	30%
Written Commentary	20%

Overview of Assignments for 100% of Total Course Grade

- **Weekly Discussion Forum Engagement (30%)**

Each discussion forum entry should include the following:
- o A comprehensive response to the discussion questions and activities (Be sure to address all components of the question.)
- o Reflection on assigned readings and lived experiences, as well as current issues in schooling that you deem appropriate to discuss given the module's topic (but which may not be called for in the actual questions)

o Any questions, concerns, or other ideas that pertain to the module's topic, but which are not directly called for through the assigned discussion questions or discussion of any meaningful insights that develop as a result of reading, reflecting, or responding to others.

- **Selection of Research-based Pedagogical Practices (20%)**

  Submit the Research-based Pedagogical Practices template found in Module 2. This includes:
  - Description of the 5 to 7 research-based pedagogical practices.
  - Cite research that supports each practice.
  - Describe applications for the classroom.

- **Reflective Analysis of Teaching Practice (30%)**
  o Develop one lesson plan utilizing at least two of the research-based pedagogical practices that you identified in Module 2.
  o Include all activities and resources utilized during the lessons.
  o Provide the 10-15 minute video segment that accompanies this lesson.
  o Write a 3 to 5 page reflective analysis using the guiding questions provided in Module 3.

- **Written Commentary (20%)**
  o Review descriptive, analytic, and reflective writing styles.
  o Complete the National Board Written Commentary for Component 3 template. This is provided in Module 5.
  o The written commentary will be 10-12 pages.

Evaluation
The course assignments and final grade do not include traditional "tests" but will be based on weekly discussion forum engagement, a crosswalk of certification area standards, literature review, analysis of writing samples, and scope/sequence of the National Board Certification process.

A= 100-90 points
B= 89-80 points
C= 79-70 points
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I = Grade of Incomplete: Incompletes will only be granted in cases where there are extreme circumstances. You must be passing the course to request an incomplete. In addition, you must be able to demonstrate that extenuating circumstances have prohibited you from completing course requirements.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Websites
The National Board website, http://www.nbpts.org, for process, Core Propositions, content standards, components

National Standards from your content area (i.e. NCTM, NCTE, NCSS)

Articles

Anagnostopoulos, D., Sykes, G., McCrory, R., Cannata, M., & Frank, K. (2010). Dollars, distinction, or duty? The meaning of the National Board for Professional Teaching Standards for teachers' work and collegial relations. *American Journal of Education*, *116*(3), 337-369.

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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 (2013): 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, 6) Contribute to the academic success of students.

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 Core Propositions

MDSK 03-09-16

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.

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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.

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

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. Teresa Petty
Dr. Amy Good

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
               Date

Chair: _____

Approved on _____ by the College Graduate Curriculum Committee
               Date

Chair: _____

UNC CHARLOTTE
College of Education

COURSE OUTLINE

COURSE NUMBER: EDUC 6340   **CREDIT HOURS:**   3

COURSE TITLE: Becoming an Effective and Reflective Practitioner for National Board Certification

CATALOG DESCRIPTION

EDUC 6340: Effective and Reflective Practitioner for National Board Certification (3). This course will prepare students for evaluating and implementing research-based leadership/learner, community outreach and family/parent outreach opportunities related to National Board Certification. An overview of current research will be provided. (Summer or as needed, 3 hours)

COURSE PREREQUISITES: Admission to the Graduate Certificate in National Board Certification

COURSE RATIONALE

Achievement of National Board Certification signifies accomplished teaching. The National Research Council (2008) states "that evidence is clear that the National Board Certification distinguishes more effective teachers from less effective teachers with respect to student achievement". In an effort to prepare teachers to be successful in pursuing and achieving National Board Certification, this course prepares students for completion of Component 4 which is accomplishments and activities related to teacher leadership, professional growth, community outreach and family/parent outreach . This course is the final course in a four course Graduate Certificate in National Board Certification.

COURSE OBJECTIVES

At the completion of this course, the successful candidate will:
1.   Identify the various criteria for Component 4 of the National Board Certification process.
2.   Be knowledgeable of the current research related to professional development, leadership, community outreach, and the impact on student learning.
3.   Integrate the standards and core propositions for the National Board for Professional Teaching Standards in leadership/learner, community outreach and family/parent outreach opportunities.
4.   Select appropriate accomplishments/activities related to leadership/learner, community outreach and family/parent outreach opportunities.
5.   Demonstrate an understanding of appropriate research-based leadership/learner, community outreach and family/parent outreach opportunities.
6.   Explain the impact on student learning of identified research-based leadership/learner, community outreach and family/parent outreach opportunities.
7.   Be able to use descriptive, analytic and reflective writing in completion of the written commentary for Component 4.

INSTRUCTIONAL METHODS

Online asynchronous threaded discussions, online synchronous small group and whole class discussions, individual readings and research

COURSE CONTENT

The purpose of this course is to prepare students to successfully complete Component 4 of the National Board Certification process which is related to accomplishments and activities for leadership, family/parent partnerships and community outreach. This will specifically include:

- Introduction to Component 4 of the National Board Certification process.
- Examination of current literature related to professional development, professional growth, reflective practice, parental engagement, teacher leadership, and community engagement.
- Research-based opportunities for teacher leadership.
- Research-based opportunities for teacher professional growth.
- Research-based opportunities for teacher engagement in the community.
- Research-based opportunities for engaging family/parents.
- Practice of descriptive, analytical, and reflective writing through completion of the written commentary for Component 4.
- Out-of-class work may include but is not limited to: required readings, library research, internet research, written assignments, and planning activities that support the National Board Certification process.

SAMPLE COURSE ACTIVITIES

During the five course modules, students will:

- Read and analyze literature regarding professional development, professional growth, reflective practice, parental engagement, teacher leadership, and community engagement.
- Learn the various criteria for National Board Certificate Component 4.
- Apply content area standards to the development of Component 4.
- Identify and analyze leader/learner opportunities and how they connect to research.
- Identify and analyze community outreach opportunities and how they connect to research.
- Identify and analyze family/parent outreach opportunities and how they connect to research.
- Engage in online discussion related to course readings.
- Review the various writing styles necessary for completing National Board Certification.
- Participate in online synchronous class meetings.
- Complete written commentary for Component 4 of National Board Certification.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Evaluation Evidence	% of Grade
Weekly Discussion Forum Engagement	40%
Learner/Leadership Development Opportunities Assignment	15%
Community Engagement Opportunities Assignment	15%
Family/Parent Outreach Opportunities Assignment	15%
Written Commentary	15%

Overview of Assignments for 100% of Total Course Grade

- **Weekly Discussion Forum Engagement (40%)**

  Each discussion forum entry should include the following:
  - A comprehensive response to the discussion questions and activities (Be sure to address all components of the question.)
  - Reflection on assigned readings and lived experiences, as well as current issues in schooling that you deem appropriate to discuss given the module's topic (but which may not be called for in the actual questions)
  - Any questions, concerns, or other ideas that pertain to the module's topic, but which are not directly called for through the assigned discussion questions or discussion of any meaningful insights that develop as a result of reading, reflecting, or responding to others.

- **Learner/Leadership Development Opportunities Assignment (15%)**

  Submit the Learner/Leadership Development Opportunities Assignment template found in Module 2. This includes:
  - Description of the Learner/Leadership opportunity.
  - Description of how this is currently being used or how it would be implemented.
  - Significance of the opportunity.
  - Impact of the opportunity on student learning.
  - Connection to research.

- **Community Engagement Opportunities Assignment (15%)**
  Submit the Community Engagement Opportunities Assignment template found in Module 3. This includes:
  - Description of the Community Engagement opportunity.
  - Description of how this is currently being used or how it would be implemented.
  - Significance of the opportunity.
  - Impact of the opportunity on student learning.
  - Connection to research.

- **Family/Parent Outreach Opportunities Assignment (15%)**
  Submit the Family/Parent Outreach Opportunities Assignment template found in Module 4. This includes:
  - Description of the Family/Parent Outreach opportunity.
  - Description of how this is currently being used or how it would be implemented.
  - Significance of the opportunity.
  - Impact of the opportunity on student learning.
  - Connection to research.

- **Written Commentary (20%)**
  - Review descriptive, analytic, and reflective writing styles.
  - Complete the National Board Written Commentary for Component 5 template. This is provided in Module 5.
  - The written commentary will be 10-12 pages.

Evaluation

The course assignments and final grade do not include traditional "tests" but will be based on weekly discussion forum engagement, a crosswalk of certification area standards, literature review, analysis of writing samples, and scope/sequence of the National Board Certification process.

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 an incomplete. In addition, you must be able to demonstrate that extenuating circumstances have prohibited you from completing course requirements.

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Websites

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National Standards from your content area (i.e. NCTM, NCTE, NCSS)

Articles

Berger, E. H., & Riojas-Cortez, M. (2000). *Parents as partners in education: Families and schools working together*. Upper Saddle River, MD: Merrill.

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational researcher*, *33*(8), 3-15.

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Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2006). Teacher-student matching and the assessment of teacher effectiveness. *Journal of Human Resources, 41*(4), 778-820.

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Epstein, J. L. (1995). School/family/community partnerships. *Phi delta kappan*, *76*(9), 81-96.

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American educational research journal*, *38*(4), 915-945.

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Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and teacher education*, *24*(1), 80-91.

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> 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:

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> C2: *Ethics*
> C3: *Leadership*
> C4: *Collaboration*
> C5: *Advocacy*
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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.

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

<div align="center">

Code of Student Academic Integrity
</div>

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. Teresa Petty
Dr. Amy Good

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____by the College Undergraduate Curriculum Committee
                    Date

Chair: _____

Approved on _____by the College Graduate Curriculum Committee
                    Date

Chair: _____

Appendix A – Student Learning Outcomes Assessment Plan and Report

Spring 2015 and Fall 2015
Student Learning Outcomes Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only.)

College: ___College of Education_____

Department: _Middle, Secondary & K-12 Education_____

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program: _Graduate Certificate in National Board Certification_

Reflection on the Continuous Improvement of Student Learning
1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?
This is a new program. Changes cannot yet be identified.

Student Learning Outcome 1
(knowledge, skill or ability to be assessed)
SLO 1 (revised 2015 report): Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.
In 2013, the College of Education accrediting body, the Council for the Accreditation of Educator Preparation (CAEP), released new standards for educator preparation programs. To better align with these standards, the College of Education faculty have collaboratively worked this year to revise our Student Learning Outcomes (SLOs). In addition, the UNC Charlotte Office of Assessment recommends that programs revisit SLOs every 3-5 years to ensure that SLOs accurately assess student learning. As a result, SLO 1 has been changed as indicated above.

To assess the revised SLO 1, the following data sources were identified: 1) Reflective Analysis of Teaching Practice and 2) Crosswalk of Certification Area Standards. In the Reflective Analysis of Teaching, candidates are required to video tape a segment of their instruction and to evaluate the effectiveness of their teaching and its impact on student learning. In the Crosswalk of Certification Area Standards, candidates provide a comparative analysis of National Board Certification Content Area Standards and current teaching practices.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

Candidates demonstrate comprehensive knowledge and skills through a two projects, Crosswalk of Content Area Standards and the Reflective Analysis of Teaching Practice. Both projects are scored using 3-point rubrics.

For the Reflective Analysis of Teaching Practice, each candidate chooses a video-taped lesson that synthesizes his/her knowledge of content. In the accompanying in-depth analysis of this tape, candidates describe the lesson and activities, connect the lesson to the North Carolina Essential Standards or Common Core State Standards in their content area(s), discuss the lesson's impact on student learning, and critique the lesson through self-reflection. In Entry Two, candidates use an Analysis of Teaching Project in their licensing area to demonstrate their knowledge and applications of respective educational environments, content and curriculum expertise, leadership, and their ability to impact student learning. The candidates include the complete narrative from the project, all artifacts, and a video that serves to support and verify the project. Candidates in a 3-5 page essay carefully analyze the design and delivery of instruction, impact on student learning based on evidence and artifacts, and data driven implications for future teaching.

For the Crosswalk of Content Area Standards, each candidate completes an examination of National Board Certification Area Standards, a comparative analysis of National Board Standards and current practices, and a table demonstrating an understanding of this analysis.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

The Crosswalk of Content Area Standards is completed in EDUC 6310 - Contemporary Issues and Practices of National Board Certification, taken during the first semester of the candidate's program. It consists of an examination of National Board Certification Area Standards, comparative analysis of National Board Standards and current practices, and submission of table demonstrating an understanding of this analysis. The Reflective Analysis of Teaching Practice is completed in EDUC 6310 - Planning and Assessing Effective Instruction for National Board Certification also taken during the first semester of the candidate's program. It consists of written lesson plans, a 10-15 videotape of the teaching episode, and a reflective analysis of teaching practice.

The Crosswalk of Content Area Standards is scored by the course instructor using the Crosswalk of Content Area Standards rubric, 3-point rubric, with a score of one indicating the proficiency is 'not met', two 'proficient', and three 'accomplished' work. Any candidates not achieving a proficient rating receive remediation by the course instructor.

The Reflective Analysis of Teaching Practice is scored by the course instructor using the Reflective Analysis of Teaching Practice, 3-point rubric, with a score of one indicating the proficiency is 'not met', two 'proficient', and three 'accomplished' work. Any candidates not achieving a proficient rating receive remediation by the course instructor.

Scores are collected using the College's electronic data management system, Taskstream. Scores are provided to program faculty bi-annually by the COED Office of Assessment and Accreditation. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by term at the college and program levels. All data reports created by the College of Education are housed on a secure website which is accessible to faculty within the College of Education. The data is discussed during MDSK Graduate Director meetings as well as during a department faculty meeting at least once per semester. In these meetings, next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. These meetings are documented by program directors and department chairs and revisited at each subsequent meeting to monitor implementation progress.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric. (*Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

Data is not yet available as this program has not been delivered.

Spring 2014-Fall 2015 Assessment Data

Data is not yet available as this program has not been delivered.

Spring 2015-Fall 2015 Assessment Data

Data is not yet available as this program has not been delivered.

Changes to be implemented Fall 2016: Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Data is not yet available as this program has not been delivered.

Student Learning Outcome 2
(knowledge, skill or ability to be assessed)

Revised SLO 2: Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

In 2013, the College of Education accrediting body, the Council for the Accreditation of Educator Preparation (CAEP), released new standards for educator preparation programs. To better align with these standards, the College of Education faculty have collaboratively worked this year to revise our Student Learning Outcomes (SLOs). In addition, the UNC Charlotte Office of Assessment recommends that programs revisit SLOs every 3-5 years to ensure that SLOs accurately assess student learning. As a result, SLO 2 has been changed as indicated above.

To assess the revised SLO 2, the following data source has been identified:1) Literature Review.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome <u>and</u> explain how it assesses the desired knowledge, skill or ability. <u>A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.</u>

The Literature Review specifically addresses Student Learning Outcome 2 and addresses pedagogical content knowledge that promotes student learning. The candidate researches and reads at 8 to 10 research articles regarding current issues of National Board Certification. From these research based articles, candidates write a 8-10 page Literature Review to demonstrate their grasp of research and research methodology in National Board Certification. This 3-point essay must address the following (1) exploring the relevance of the literature to the educational environment, (2) the insights into new and innovative thinking about classroom practice and curriculum in their content area, and (3) the potential impact that the Study of Studies might have on student learning in multiple contexts. Candidates are required to develop a PowerPoint presentation and present an overview of their Literature Review.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

The Literature Review is scored by the course instructor using the Literature Review Rubric, three point rubric, with a score of one indicating the proficiency is 'not met', two 'proficient', and three 'accomplished' work. Any candidates not achieving a proficient rating receive remediation by the course instructor.

Scores are collected using the College's electronic data management system, Taskstream. Scores are provided to program faculty bi-annually by the COED Office of Assessment and Accreditation. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by term at the college and program levels. All data reports created by the College of Education are housed on a secure website which is accessible to faculty within the College of Education. The data is discussed during MDSK Graduate Director meetings as well as during a department faculty meeting at least once per semester. In these meetings, next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. These meetings are documented by program directors and department chairs and revisited at each subsequent meeting to monitor implementation progress.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome <u>and</u> the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric. (*Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

Data is not yet available as this program has not been delivered.

Spring 2014-Fall 2014 Assessment Data

Data is not yet available as this program has not been delivered.

Spring 2015-Fall 2015 Assessment Data

Data is not yet available as this program has not been delivered.

Changes to be implemented Fall 2016: Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Data is not yet available as this program has not been delivered.

Student Learning Outcome 3
(knowledge, skill or ability to be assessed)

Revised SLO 3: Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

In 2013, the College of Education accrediting body, the Council for the Accreditation of Educator Preparation (CAEP), released new standards for educator preparation programs. To better align with these standards, the College of Education faculty have collaboratively worked this year to revise our Student Learning Outcomes (SLOs). In addition, the UNC Charlotte Office of Assessment recommends that programs revisit SLOs every 3-5 years to ensure that SLOs accurately assess student learning. As a result, SLO 3 has been changed as indicated above.

To assess the revised SLO 3, two <u>existing</u> data sources were identified: 1) candidate ratings by the course instructor on the program midpoint Assessment of Professional Education Dispositions); and 2) candidate self-assessment ratings on program midpoint Assessment of Professional Education Dispositions. The COED Assessment of Professional Education Dispositions evaluates candidates on their ability to display appropriate professional dispositions. These dispositions include demonstrating skills, advocacy, and commitment to providing a rigorous and relevant curriculum specific to individual learner needs   Both of these data sources,

therefore, align to the revised SLO 3.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome <u>and</u> explain how it assesses the desired knowledge, skill or ability. <u>A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.</u>

The COED Assessment of Professional Education Dispositions is an internal rubric developed collaboratively by the faculty in the College of Education and vetted by our Professional Education Committee, which is made up of faculty from the College of Education, the College of Arts + Architecture, the College of Liberal Arts and Sciences, and the P12 school community. The assessment evaluates candidates on six disposition areas: Impact, Professional Identity, Leadership, Advocacy, Collaboration, and Ethics. Candidates are rated on a 4-level rubric (0-3). Collectively, these six areas are defined as our Professional Educator Dispositions. For these reasons, the Assessment of Professional Education Dispositions serves as an effective measure of the revised SLO 3.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Candidates are assessed on the Assessment of Professional Education Dispositions at three points during the program; however, for SLO 3, the assessments completed by the course instructor and the candidate during the identified program midpoint course are used. For the MAT in Middle Grades program, these evaluations occur during Advanced Methods (course number varies by content area) which is approximately half way through the program of study. Using both instructor ratings and candidate self-assessment ratings allows faculty to compare how our internal faculty ratings compare to the advanced candidates' own perceptions of their performance. The rubric has 4 levels: 0 = Not Observed, 1 = Does Not Meet Expectations, 2 = Meets Expectations, and 3 = Exceeds Expectations.

For the Assessment of Professional Education Dispositions, scores are collected using the College's electronic data management system, Taskstream. Data are provided to program faculty bi-annually by the COED Office of Assessment and Accreditation. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by term at the college and program levels. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty within the College of Education. Beginning with AY 2015-16, COED program faculty meet at least once each semester to review these data and plan program improvements based on the results. These meetings are documented by program directors and department chairs and revisited at each subsequent meeting to monitor implementation progress.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome <u>and</u> the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric. (*Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

Data is not yet available as this program has not been delivered.

Spring 2014-Fall 2014 Assessment Data

Data is not yet available as this program has not been delivered.

Spring 2015-Fall 2015 Assessment Data

Data is not yet available as this program has not been delivered.

Changes to be implemented Fall 2016: Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Data is not yet available as this program has not been delivered.

Student Learning Outcome 4
(knowledge, skill or ability to be assessed)

Revised SLO 4: Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

In 2013, the College of Education accrediting body, the Council for the Accreditation of Educator Preparation (CAEP), released new standards for educator preparation programs. To better align with these standards, the College of Education faculty have collaboratively worked this year to revise our Student Learning Outcomes (SLOs). In addition, the UNC Charlotte Office of Assessment recommends that programs revisit SLOs every 3-5 years to ensure that SLOs accurately assess student learning. As a result, SLO 4 has been changed as indicated above.

To assess the revised SLO 4, a new data source is currently being developed. This assessment measure will be embedded into program coursework and reported on in the 2017 reports.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The data source for SLO 4 is currently in development. This assessment measure will be embedded into program coursework and reported on in the 2016 reports.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

This assessment measure will be embedded into program coursework and reported on in the 2016 reports.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome <u>and</u> the level of proficiency expected.   *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric. (*Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

Data is not yet available as this program has not been delivered.

Spring 2014-Fall 2014 Assessment Data

Data is not yet available as this program has not been delivered.

Spring 2015-Fall 2015 Assessment Data

Data is not yet available as this program has not been delivered.

Changes to be implemented Fall 2016: Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Data is not yet available as this program has not been delivered.

Appendix B – Consultations on Library Holdings
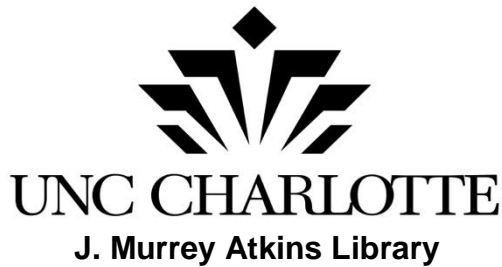
UNC CHARLOTTE

J. Murrey Atkins Library

Consultation on Library Holdings

To: Teresa Petty. Dept. of Middle, Secondary and K-12 Education

From: Judy Walker, Education/ Psychology Librarian

Date: March 28, 2016

Subject: EDUC 6310: Contemporary Issues & Practices of National Board Certification

---

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker   **Date:**

Please Check One:

Holdings are superior

Holdings are adequate   X

Holdings are adequate only if Dept. purchases additional items.
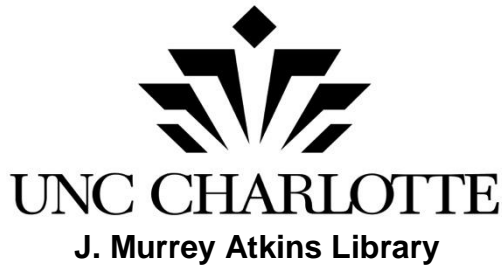
Holdings are inadequate

Comments:

Because library resources currently supports a full masters of arts in teaching, components of this course are also supported adequately.

Evaluator's Signature

March 28, 2016

Date

J. Murrey Atkins Library

Consultation on Library Holdings

To: Teresa Petty. Dept. of Middle, Secondary and K-12 Education

From: Judy Walker, Education/ Psychology Librarian

Date: March 28, 2016

Subject: EDUC 6320: Planning & Assessing Effective Instruction for National Board Certification

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Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker   **Date:**

Please Check One:

    Holdings are superior

    Holdings are adequate   X

    Holdings are adequate only if Dept. purchases additional items.

    Holdings are inadequate

Comments:

Because library resources currently supports a full masters of arts in teaching, components of this course are also supported adequately.

Judy Walker

Evaluator's Signature

March 28, 2016   **Date**

UNC CHARLOTTE

J. Murrey Atkins Library

Consultation on Library Holdings

To: Teresa Petty. Dept. of Middle, Secondary and K-12 Education

From: Judy Walker, Education/ Psychology Librarian

Date: March 28, 2016

Subject: EDUC 6330: Teaching Practice & Learning for National Board Certification

---

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker   **Date:**

Please Check One:

Holdings are superior

Holdings are adequate   X

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate

Comments:
Because library resources currently support a full masters of arts in teaching, components of this course are also supported adequately.

Judy Walker

Evaluator's Signature

March 28, 2016
Date

UNC CHARLOTTE

J. Murrey Atkins Library

Consultation on Library Holdings

To: Teresa Petty. Dept. of Middle, Secondary and K-12 Education

From: Judy Walker, Education/ Psychology Librarian

Date: March 28, 2016

Subject: EDUC 6340: Effective & Reflective Practitioner for National Board Certification

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Summary of Librarian's Evaluation of Holdings:

Evaluator: <u>Judy Walker</u>   **Date:** _____

Please Check One:

    Holdings are superior   _____

    Holdings are adequate   X _____

    Holdings are adequate only if Dept. purchases additional items.   _____

    Holdings are inadequate   _____

Comments:
Because library resources currently supports a full masters in education leadership components of this course are also supported adequately.

Judy Walker

Evaluator's Signature

<u>March 28, 2016</u>
Date

Appendix C - Proposed Catalog Descriptions

EDUC 6310: Contemporary Issues and Practices of National Board Certification (3)
Co-requisite: EDUC 6320. This course will provide students an overview of contemporary issues and practices of National Board Certification through the investigation of current research, certification area standards, core propositions and the process for achieving certification. (Summer or as needed, 3 hours)

EDUC 6320: Planning and Delivering Effective Instruction for National Board Certification (3)
Co-requisite: EDUC 6310. This course will prepare students for planning and delivering effective instruction for completion of National Board Certification. An overview of standards, research-based instructional strategies, and assessment techniques will be provided. (Summer or as needed, 3 hours)

EDUC 6330: Teaching Practice and Learning Environment for National Board Certification (3)
Pre-requisites: EDUC 6310, EDUC 6320. Co-requisite: EDUC 6340. This course will prepare students for evaluating and implementing research-based pedagogical practices. Students will investigate teaching practice and the learning environment related to National Board Certification. An overview of standards, research-based pedagogical practices, and video analysis will be provided. (Summer or as needed, 3 hours)

EDUC 6340: Becoming an Effective and Reflective Practitioner for National Board Certification (3)
Pre-requisites: EDUC 6310, EDUC 6320. Co-requisite: EDUC 6330. This course will prepare students for evaluating and implementing research-based leadership/learner, community outreach and family/parent outreach opportunities related to National Board Certification. An overview of current research will be provided. (Summer or as needed, 3 hours)

National Board Certification, Graduate Certificate

The Graduate Certificate in Teaching – National Board Certification is a 12 credit hour program designed for those interested in pursuing National Board Certification. The required courses are closely aligned with the four components required of National Board Certification.

All courses for the Graduate Certificate must be completed within four years.

General Requirements for Admission to the Graduate School

Please refer to admission information in the Graduate School section.

Admission Requirements for the Graduate Certificate in Teaching program

1. An undergraduate degree from a regionally accredited four-year institution
2. A minimum undergraduate GPA of 3.0
3. Three recommendations from persons knowledgeable of your interaction with children or youth
4. A statement of purpose
5. Clear criminal background check
6. Apply online at graduateschool.uncc.edu

Graduate Certificate Requirements

Required Courses (12 credit hours)

- EDUC 6310 – Contemporary Issues and Practices of National Board Certification
- EDUC 6320 – Planning and Assessing Effective Instruction for National Board Certification
- EDUC 6330 – Teaching Practice and Learning Environment for National Board Certification
- EDUC 6340 – Becoming an Effective and Reflective Practitioner for National Board Certification

Clinical Field Experiences

Candidates in the Graduate Certificate program participate in field experiences that require them to apply coursework in their classroom settings, analyze student learning, and reflect on their practice in the context of theories on teaching and learning. These experiences broaden their ability to help all students learn through portfolio exercises that require analysis of student work and reflection on instruction. These structured field experiences are designed to

take place in multiple settings within the candidates' school community or districts, after-school programs, alternate youth centers, or in the schools and classrooms in which the candidates work.

Advising

All candidates are assigned an advisor upon formal admission to the program. Candidates should consult with their advisors at least once each semester.

Program Approval

All teacher education programs at UNC Charlotte are accredited by the National Council for Accreditation of Teacher Education.