

**PLEASE NOTE THAT AS A NEW PROGRAM THE MASTER OF EDUCATION
IN TEACHING PROGRAM HAS NOT UNDERGONE A FIVE-YEAR
CURRIUCULUM REVIEW AS OF FALL 2006**

Master of Education
In Teaching

Proposed Curriculum

March 18, 2005

introduction:

The Department of Secondary Education is proposing an accelerated Masters degree in Education with an emphasis in National Board for Professional Teaching Standards (NBPTS) influenced by the Iowa Quality Teaching Standards (IQTS). The NBPTS is the major national organization that provides national certification to professional educators who complete a specified set of standards. These standards center around five core propositions: 1. Teachers are committed to students and their learning, 2. Teachers know the subjects they teach and how to teach those subjects to students, 3. Teachers are responsible for managing and monitoring student learning, 4. Teachers think systematically about their practice and learn from experience, and 5. Teachers are members of learning communities.

The IQTS are standards for professionally licensed teachers that are linked to the teacher induction and mentoring program. These eight standards as identified below fit nicely into the NBPTS model and can be intertwined throughout the curriculum. The eight standards are: 1. Demonstrates ability to enhance academic performance and support for implementation of the school district achievement goals (NBPTS #1), 2. demonstrates competence in content knowledge appropriate to teaching position (NBPTS # 2), 3. Demonstrates competence in planning and preparing for instruction (NBPTS # 2 & 4), 4. Uses strategies to deliver instruction that meets the multiple learning needs of students (NBPTS # 1), 5. Uses a variety of methods to monitor student learning (NBPTS # 3), 6. Demonstrates competence in classroom management (NBPTS # 3), 7. Engages in professional growth (NBPTS # 4), 8. fulfills professional responsibilities established by the school district (NBPTS # 5).

Mission

The mission of the Masters Program in Teaching is to enhance the skills, knowledge and dispositions of licensed teachers through the delivery of a standards based curriculum that focuses on professional teaching outcomes as identified by the Iowa Quality Teaching Standards and the National Board for Professional Teaching Standards.

Goals:

The goals of the M.Ed. in Teaching program are based on the Iowa Teaching Quality Standards and cross referenced with the National board for Professional Teaching Standards.

1. Demonstrates ability to enhance academic performance and support for implementation of the school district achievement goals (NBPTS #1).
2. Demonstrates competence in content knowledge appropriate to teaching position (NBPTS # 2).
3. Demonstrates competence in planning and preparing for instruction (NBPTS # 2 & 4).
4. Uses strategies to deliver instruction that meets the multiple learning needs of students (NBPTS # 1).
5. Uses a variety of methods to monitor student learning (NBPTS # 3).

6. Demonstrates competence in classroom management (NBPTS # 3).
7. Engages in professional growth (NBPTS # 4).
8. Fulfills professional responsibilities established by the school district (NBPTS # 5).

Curriculum

The curriculum will represent a very practical, pedagogical-based approach. It will integrate the NBTS five broad goals with the ITQS standards. Because teachers must have three years of experience prior to applying for National boards, the integration of the Iowa standards is essential. First and second year teachers must complete a portfolio addressing these standards and be recommended by a licensed evaluator. The proposed curriculum will not only focus on assisting these individuals to meet their goals of moving from a provisional license to a standard license but will also provide them the skills and resources needed to make application for national boards during their third year of teaching. In addition, teachers with more than three years experience will be provided the skills and resources to make application for national boards during their second year in the program thus providing a graduate degree and national board license.

The curriculum will involve a 32-semester hour graduate program delivered in an accelerated format of eight-week courses through the College for Professional Studies.

Year 1		
Su	F	Sp
Educ 610 (5)	Educ 601 (2)	MOL 710(3)
	Educ 602 (3)	Educ 603(2)

Year 2		
Su	F	Sp
Educ 710(3)	Educ 604(3)	elective (3)
Educ 715(3)	Educ 605(3)	Educ 606(2)

Following is a list of the required courses, credit hours and course description. Course Fact sheets can be found in appendix A of this report. Syllabi for the first three courses can be found in appendix C. The remaining syllabi will be developed and submitted to EPC during the fall and spring semesters of the 2005-2006 academic year. No course will be offered without approval of the syllabi from EPC.

[Educ 600 – Summer Writing Institute – 5 credits \(currently exists\)](#)

[This course is designed to develop teachers’ abilities and dispositions to use writing for their own purposes as well as for classroom purposes. Students are expected to do as much writing for professional as for personal purposes so that writing becomes a natural part of their own learning. Studying and reflecting on writing pedagogy is a major part of this course. Student will create a professional development experiences for teachers that will be presented to the class and then used in a local district.](#)

Educ 601 – Teaching in the 21st Century – 2 credits

An introductory course that focuses on the processes for NBTS and the Iowa teacher induction process. This course would focus on an overview of the National Board process and the Five Core Propositions of the NB. The basic text would be the booklet "What Every Teacher Should Know and Be Able to Do" published by the NB. This booklet expands on the Five Core Propositions.

Educ 602 – Assessing Student Growth – 3 credits

This course would focus on the National Board Standards (which grow out of the Five Core Propositions) and linking those standards to a teacher's practice. The emphasis will be on those standards that focus on the assessment and utilization of assessment data to assure student growth.

Educ 603 – School/Community Partnerships – 2 credits

This course would be based on the "Professional Collaboration Standard" of the NB. One entry of the Portfolio (Entry 4) is the same for every candidate, regardless of certificate area: Professional Collaboration.

Educ 604 – Content Teaching – 3 credits

This course would be based on the "Professional Collaboration Standard" of the NB. One entry of the Portfolio (Entry 4) is the same for every candidate, regardless of certificate area: Professional Collaboration.

Educ 605 – Reflective teaching – 3 credits

This course focuses on developing the skills to reflect on one's teaching and students learning in order to maximize the learning environment.

Educ 606 – Integrating Reading into Content – 2 credits

This course will focus on the development of skills of integrating reading into content areas.

Educ 710 – Educational Research and Statistics - 3 credits (currently exists)

Provides basic skills in conducting educational research including methodology and statistical procedures.

Educ 715 – Teaching Diverse Students – 3 credits (an adjustment of the current 715 to make it more inclusive on all types of diversity)

This course is designed to assist teachers in developing and understanding issues surrounding diversity in schools including gender, students with disabilities, culturally diverse students, gifted and talented and students from poverty.

MOL 710 – Ethics, Integrity, and Social Responsibility – 3 credits (currently exists)

A study of how personal values and ethical perspectives shape the concept and practice of leadership. Includes the role of values in determining the moral obligations of leaders and followers in shaping moral environments, in policy making and vision. How leaders can and do create ethical basis for action.

Electives: Students will choose one from the following:

Educ 607 – Advanced content for Math and Science Teachers – 3 credits

This is one of a series of elective courses that students can choose from. It will be geared towards the continued develop of math and science teachers content knowledge through presenting cutting edge research in the mathematical and scientific disciplines.

Educ 608 – Advance content for English and Language Arts Teachers – 3 credits

This is one of a series of elective courses that students can choose from. It will be geared towards the continued develop of content knowledge for individuals teaching in the literacy areas.

Educ 609 – Advanced content for Social Science Teacher – 3 credits

This is one of a series of elective courses that students can choose from. It will be geared towards the continued develop of content knowledge for individuals teaching in the social sciences are including history, government, psychology, social studies.

Outcomes:

Each student enrolled in the program will provide evidence that they have met the eight goals and subsequent outcomes. Each of the competencies listed below are cross-referenced with the NBPTS core propositions.

1. Demonstrates ability to enhance academic performance and support for implementation of the school district achievement goals (NBPTS #1).
 - a. Provides evidence of student learning to students, families, and staff.
 - b. Implements strategies supporting student, building, and district goals.
 - c. Uses student performance data as a guide for decision making.
 - d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
 - e. Creates an environment of mutual respect, rapport, and fairness.

- f. Participates in and contributes to a school culture that focuses on improved student learning.
 - g. Communicates with students, families, colleagues, and communities effectively and accurately.
2. Demonstrates competence in content knowledge appropriate to teaching position (NBPTS # 2).
 - a. Provides evidence of student learning to students, families, and staff.
 - b. Implements strategies supporting student, building, and district goals.
 - c. Uses student performance data as a guide for decision making.
 - d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
 - e. Creates an environment of mutual respect, rapport, and fairness.
 - f. Participates in and contributes to a school culture that focuses on improved student learning.
 - g. Communicates with students, families, colleagues, and communities effectively and accurately.
 3. Demonstrates competence in planning and preparing for instruction (NBPTS # 2 & 4).
 - a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
 - b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
 - c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
 - d. Selects strategies to engage all students in learning.
 - e. Uses available resources, including technologies, in the development and sequencing of instruction.
 4. Uses strategies to deliver instruction that meets the multiple learning needs of students (NBPTS # 1).
 - a. Aligns classroom instruction with local standards and district curriculum.
 - b. Uses research-based instructional strategies that address the full range of cognitive levels.
 - c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
 - d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
 - e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
 - f. Uses available resources, including technologies, in the delivery of instruction
 5. Uses a variety of methods to monitor student learning (NBPTS # 3).
 - a. Aligns classroom assessment with instruction.
 - b. Communicates assessment criteria and standards to all students and parents.

- c. Understands and uses the results of multiple assessments to guide planning and instruction.
 - d. Guides students in goal setting and assessing their own learning.
 - e. Provides substantive, timely, and constructive feedback to students and parents.
 - f. Works with other staff and building and district leadership in analysis of student progress.
6. Demonstrates competence in classroom management (NBPTS # 3).
- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
 - b. Establishes, communicates, models, and maintains standards of responsible student behavior.
 - c. Develops and implements classroom procedures and routines that support high expectations for student learning.
 - d. Uses instructional time effectively to maximize student achievement.
 - e. Creates a safe and purposeful learning environment.
7. Engages in professional growth (NBPTS # 4).
- a. Demonstrates habits and skills of continuous inquiry and learning.
 - b. Works collaboratively to improve professional practice and student learning.
 - c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
 - d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
8. Fulfills professional responsibilities established by the school district (NBPTS # 5).
- a. Adheres to board policies, district procedures, and contractual obligations.
 - b. Demonstrates professional and ethical conduct as defined by state law and district policy.
 - c. Contributes to efforts to achieve district and building goals.
 - d. Demonstrates an understanding of and respect for all learners and staff.
 - e. Collaborates with students, families, colleagues, and communities to enhance student learning.

NBPTS Propositions

- 1. Teachers are Committed to Students and Their Learning
 - a. Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly
 - b. Teachers Have an Understanding of How Students Develop and Learn
 - c. Teachers Treat Students Equitably
 - d. Teachers' Mission Extends Beyond Developing the Cognitive Capacity of Their Students

2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
 - a. Teachers Appreciate How Knowledge in Their Subjects is Created, Organized and Linked to Other Disciplines
 - b. Teachers Command Specialized Knowledge of How to Convey a Subject to Students
 - c. Teachers Generate Multiple Paths to Knowledge
3. Teachers are Responsible for Managing and Monitoring Student Learning
 - a. Teachers Call on Multiple Methods to Meet Their Goals
 - b. Teachers Orchestrate Learning in Group Settings
 - c. Teachers Place a Premium on Student Engagement
 - d. Teachers Regularly Assess Student Progress
 - e. Teachers Are Mindful of Their Principal Objectives
4. Teachers Think Systematically About Their Practice and Learn from Experience
 - a. Teachers Are Continually Making Difficult Choices That Test Their Judgment
 - b. Teachers Seek the Advice of Others and Draw on Education Research and Scholarship to Improve Their Practice
5. Teachers are Members of Learning Communities
 - a. Teachers Contribute to School Effectiveness by Collaborating with Other Professionals
 - b. Teachers Work Collaboratively with Parents
 - c. Teachers Take Advantage of Community Resources

Assessment:

The assessment plan for the M.Ed. program will involve both student and program assessment.

Student Assessment:

The first assessment benchmark will occur in the Educ 603 course during the students first spring semester. At this time each student's portfolio will be assessed by the instructor of the 603 course.

The second assessment benchmark will occur in the Educ 650 class where student are asked to reflect on their teaching. At this time a committee of teachers from the program will assess each portfolio, scored in relation to the rubric (to be developed).

Program Assessment:

The overall program will be assessed through the use of student course evaluations and

follow-along surveys of graduates. These assessments will contain assessments of the individual outcomes presented earlier. The matrix presented in appendix B provides a guide for which courses address which outcomes. Course syllabi will reflect, at a minimum, these outcomes as well as how each is measured.

In addition to the above, the success of the curriculum will also be assessed through the following indicators:

1. Number of students applying for and becoming board certified teachers.
2. Number of teachers moving from provisional to standard license and quality of their portfolios.
3. Surveys of graduates relative to the curriculum.
4. Surveys of employers relative to the performance of the graduates.
5. Aggregated student data collected from graduates relative to the academic growth of their students (needs to be in a non-identifiable format).

In addition, an advisory committee will be formed to discuss the programs needs relative to curriculum revisions.

Program Entry and continuation requirements

Entry Requirements:

1. Undergraduate GPA during last two years of a 2.75
2. Must hold a valid teaching license
3. A personal essay specifically addressing the NBTS goals and the ITQS.
4. Two Recommendations from administrators or fellow teachers.
5. Personal interview with an admissions committee

Continuation Requirements:

1. Maintain a minimum of a “B” average in all coursework.
2. No more than one “C” grade offset by an “A” grade.

Transfer

Students can transfer a maximum of nine credits from another accredited institution providing these credits are approved by the program director are not more than five years old.

Appendix A

Course Fact Sheets

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

MOL 710 – Ethics, Integrity, and Social Responsibility – 3 credits, offered once per year

A study of how personal values and ethical perspectives shape the concept and practice of leadership. Includes the role of values in determining the moral obligations of leaders and followers in shaping moral environments, in policy making and vision. How leaders can and do create ethical basis for action.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

Teachers, as school leaders, must develop an understanding of educational and social policy and of the values and ethics necessary to shape these policies in an appropriate manner. This course meets the following program outcomes:

If Participates in and contributes to a school culture that focuses on improved student learning.

7a Demonstrates habits and skills of continuous inquiry and learning.

8a Adheres to board policies, district procedures, and contractual obligations.

8b Demonstrates professional and ethical conduct as defined by state law and district policy.

8c Contributes to efforts to achieve district and building goals.

8d Demonstrates an understanding of and respect for all learners and staff.

3. RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is not similar to any other course.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

Current library resources are appropriate for this course.

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1.TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 715 – Teaching Diverse Students – 3 credits, offered once per year

This course is designed to assist teachers in developing and understanding issues surrounding diversity in schools including gender, students with disabilities, culturally diverse students, gifted and talented and students from poverty.

2.RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

As our schools become more diverse, teachers need continuing work in the understanding of this diversity. This course meets the following program outcomes:

- 1f Participates in and contributes to a school culture that focuses on improved student learning.
- 2d Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- 3b Sets and communicates high expectations for social, behavioral, and academic success of all students.
- 3c Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- 3d Selects strategies to engage all students in learning.
- 4c Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- 4d Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- 6a Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

3.RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is a revision of a previous course in the graduate special education program entitled teaching culturally diverse students in special education settings. It will be revamped to include all classroom settings.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

Current library resources are appropriate for this course.

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 710 – Educational Research and Statistics - 3 credits, offered once per year

This course will provide students with basic skills in conducting educational research including rationale, types of research methodology and ethics.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

Teachers with advanced degrees need to have the skills in consuming and conducting research including how to use the data collected in ethical ways. This course meets the following program outcomes:

2a Provides evidence of student learning to students, families, and staff.

3a Uses student achievement data, local standards, and the district curriculum in planning for instruction.

4b Uses research-based instructional strategies that address the full range of cognitive levels.

7a Demonstrates habits and skills of continuous inquiry and learning.

7b Works collaboratively to improve professional practice and student learning.

3. RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is an already approved course in the graduate education program.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in a traditional summer format. Current library resources are appropriate for this course

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 609 – Advanced content for Social Science Teacher – 3 credits, offered once per year

This is one of a series of elective courses that students can choose from. It will be geared towards the continued develop of content knowledge for individuals teaching in the social sciences are including history, government, psychology, social studies.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

The knowledge of ones discipline is one of the primary contributors to student success in teaching. No child Left Behind requires teacher to have discipline specific knowledge. This course will advance the knowledge of the teacher’s discipline. It meets the following program outcomes:

- 2b Implements strategies supporting student, building, and district goals.
- 2d Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- 3a Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- 3c Uses student’s developmental needs, backgrounds, and interests in planning for instruction.
- 3d Selects strategies to engage all students in learning.
- 3e Uses available resources, including technologies, in the development and sequencing of instruction.
- 4a Aligns classroom instruction with local standards and district curriculum.
- 4d Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- 4e Connects students’ prior knowledge, life experiences, and interests in the instructional process.

5c Understands and uses the results of multiple assessments to guide planning and instruction.

6a Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

6d Uses instructional time effectively to maximize student achievement.

6e Creates a safe and purposeful learning environment.

3.RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is not similar to other current courses.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 608 – Advance content for English and Language Arts Teachers – 3 credits, offered once per year

This is one of a series of elective courses that students can choose from. It will be geared towards the continued develop of content knowledge for individuals teaching in the literacy areas.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

The knowledge of ones discipline is one of the primary contributors to student success in teaching. No child Left Behind requires teacher to have discipline specific knowledge. This course will advance the knowledge of the teacher's discipline. It meets the following program outcomes:

- 2b Implements strategies supporting student, building, and district goals.
- 2d Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- 3a Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- 3c Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- 3d Selects strategies to engage all students in learning.
- 3e Uses available resources, including technologies, in the development and sequencing of instruction.
- 4a Aligns classroom instruction with local standards and district curriculum.
- 4d Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

4e Connects students' prior knowledge, life experiences, and interests in the instructional process.

5c Understands and uses the results of multiple assessments to guide planning and instruction.

6a Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

6d Uses instructional time effectively to maximize student achievement.

6e Creates a safe and purposeful learning environment.

3. RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is not similar to other current courses.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 607 – Advanced content for Math and Science Teachers – 3 credits, offered once per year

This is one of a series of elective courses that students can choose from. It will be geared towards the continued develop of math and science teachers content knowledge through presenting cutting edge research in the mathematical and scientific disciplines.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

The knowledge of ones discipline is one of the primary contributors to student success in teaching. No child Left Behind requires teacher to have discipline specific knowledge. This course will advance the knowledge of the teacher's discipline. It meets the following program outcomes:

- 2b Implements strategies supporting student, building, and district goals.
- 2d Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- 3a Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- 3c Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- 3d Selects strategies to engage all students in learning.
- 3e Uses available resources, including technologies, in the development and sequencing of instruction.
- 4a Aligns classroom instruction with local standards and district curriculum.
- 4d Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- 4e Connects students' prior knowledge, life experiences, and interests in the instructional process.

5c Understands and uses the results of multiple assessments to guide planning and instruction.

6a Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

6d Uses instructional time effectively to maximize student achievement.

6e Creates a safe and purposeful learning environment.

3. RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is not similar to other current courses.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 606 – Integrating Reading into Content – 2 credits, offered once per year

This course will focus on the development of skills of integrating reading into content areas.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

The ability to integrate reading into content area is considered an essential skill by both the national board and the state of Iowa. While teacher are required to have this course as undergraduates, an advanced course is important. It meets the following program outcomes:

3d Selects strategies to engage all students in learning.

5c Understands and uses the results of multiple assessments to guide planning and instruction.

6a Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

3. RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is not similar to other current courses.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 605 – Reflective teaching – 3 credits, offered once per year

This course focuses on developing the skills to reflect on one’s teaching and students learning in order to maximize the learning environment.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

This course is reflective in nature focusing on what is known in the research about how reflective teaching improved students growth. It meets the following program outcomes:

- 1a Provides evidence of student learning to students, families, and staff.
- 1b Implements strategies supporting student, building, and district goals.
- 1e Creates an environment of mutual respect, rapport, and fairness
- 2e Creates an environment of mutual respect, rapport, and fairness.
- 3a Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- 3b Sets and communicates high expectations for social, behavioral, and academic success of all students.
- 3c Uses student’s developmental needs, backgrounds, and interests in planning for instruction.
- 3d Selects strategies to engage all students in learning.
- 3e Uses available resources, including technologies, in the development and sequencing of instruction.
- 4c Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- 5a Aligns classroom assessment with instruction.
- 5c Understands and uses the results of multiple assessments to guide planning and instruction.
- 5d Guides students in goal setting and assessing their own learning.

5e Provides substantive, timely, and constructive feedback to students and parents.

6a Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

6b Establishes, communicates, models, and maintains standards of responsible student behavior.

6d Uses instructional time effectively to maximize student achievement.

3. RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is not similar to other current courses.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 604 – Content Teaching – 3 credits, offered once per year

This course focuses on skills in the delivery of content to students. This course would be based on the "Professional Collaboration Standard" of the NB. One entry of the Portfolio (Entry 4) is the same for every candidate, regardless of certificate area: Professional Collaboration.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

This course provides for those skills identified as essential to successfully delivery content knowledge and skills to students. It meets the following program outcomes:

- 2b implements strategies supporting student, building, and district goals.
- 3a Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- 3c Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- 3d Selects strategies to engage all students in learning.
- 3e Uses available resources, including technologies, in the development and sequencing of instruction.
- 4a Aligns classroom instruction with local standards and district curriculum.
- 4b Uses research-based instructional strategies that address the full range of cognitive levels.
- 4e Connects students' prior knowledge, life experiences, and interests in the instructional process.
- 5c Understands and uses the results of multiple assessments to guide planning and instruction.
- 6b Establishes, communicates, models, and maintains standards of responsible student behavior.
- 6c Develops and implements classroom procedures and routines that support high expectations for student learning.

3.RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is not similar to other current courses.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 603 – School/Community Partnerships – 2 credits, offered once per year

This course would be based on the "Professional Collaboration Standard" of the NB. One entry of the Portfolio (Entry 4) is the same for every candidate, regardless of certificate area: Professional Collaboration. The course focuses on the development of skills for effectively collaborating with colleagues and school personal as well as parents and other community members.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

This course provides for those skills identified as essential to successfully work both inside and outside the school environment. It meets the following program outcomes:

- 1b Implements strategies supporting student, building, and district goals.
- 1f Participates in and contributes to a school culture that focuses on improved student learning.
- 1g Communicates with students, families, colleagues, and communities effectively and accurately.
- 2f Participates in and contributes to a school culture that focuses on improved student learning.
- 2g Communicates with students, families, colleagues, and communities effectively and accurately.
- 3a Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- 5f Works with other staff and building and district leadership in analysis of student progress.
- 7b Works collaboratively to improve professional practice and student learning.
- 8d Demonstrates an understanding of and respect for all learners and staff.
- 8e Collaborates with students, families, colleagues, and communities to enhance student learning.

3.RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is not similar to other current courses.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 602 – Assessing Student Growth – 3 credits – offered once per year

This course would focus on the National Board Standards (which grow out of the Five Core Propositions) and linking those standards to a teacher's practice. The emphasis will be on those standards that focus on the assessment and utilization of assessment data to assure student growth.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

This is an essential course to the development of skill sets in the assessment of student growth as well as the use of this data for changing instruction. It meets the following learning outcomes of the program:

- 1a Provides evidence of student learning to students, families, and staff.
- 1c Uses student performance data as a guide for decision making.
- 2a Provides evidence of student learning to students, families, and staff.
- 2c Uses student performance data as a guide for decision making.
- 4e Connects students' prior knowledge, life experiences, and interests in the instructional process.
- 5a Aligns classroom assessment with instruction.
- 5b Communicates assessment criteria and standards to all students and parents.
- 5c Understands and uses the results of multiple assessments to guide planning and instruction.

3. RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is not similar to other current courses.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

COURSE FACT SHEET FOR DEPARTMENTAL PROGRAM REVIEW

1. TITLE AND DESCRIPTION: What is the name, number, credit hour allocation, prerequisites, frequency of offering and catalogue description of the course?

Educ 601 – Teaching in the 21st Century – 2 credits- offered once per year

An introductory course that focuses on the processes for NBTS and the Iowa teacher induction process. This course would focus on an overview of the National Board process and the Five Core Propositions of the NB. The basic text would be the booklet "What Every Teacher Should Know and Be Able to Do" published by the NB. This booklet expands on the Five Core Propositions.

2. RATIONALE: How does the course fit into the departmental & general educational program? What need does this course fill? What are the learning outcomes for the major (program) it is intended to meet? Explain the credit hours and level.

This course provides the introductory concepts to the curriculum for the M.Ed. degree. The focus is on the process for achieving national board certification as well as the outcomes necessary to move to a standard Iowa teaching license. This course is designed to meet the following learning outcome of the program: 7d - Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

3. RELATIONSHIP TO OTHER COURSES: If this course is similar to another course in the catalogue, explain why both courses should exist or suggest whether something should be dropped or changed.

This course is not similar to other current courses.

4. COURSE RESOURCES: In what format will the course be offered (traditional, electronic, web-based, ICN, accelerated)? Are the resources (library, specialized course materials, supplies, software, facilities, etc.) available to deliver this course in the proposed format?

This course will be offered in an accelerated, 8 week format. Current library resources are appropriate for this course.

*COURSE FACT SHEET FOR THE
EASTERN IOWA WRITING PROJECT INSTITUTE*

TITLE AND DESCRIPTION

Course Title: Summer Writing Institute

Course Number: EDUC 610

Credit: 5 semester hours of graduate credit

Location: TBA

Time: Daily: 8:30 a.m. – 3:30 p.m.

Course Prerequisites: None

Frequency of Offering: Each summer

Course Description:

This course is designed to develop teachers' abilities and dispositions to use writing for their own purposes as well as for classroom purposes. Students are expected to do as much writing for professional as for personal purposes so that writing becomes a natural part of their own learning. Studying and reflecting on writing pedagogy is a major part of the course. Students will create a professional development experience for teachers that will be presented to the class and then used in a local district. The emphasis on writing will make it possible for the Master's degree candidates to develop a high level of writing

necessary for completion of the National Board Certification process. The instructors will have completed both the Summer Writing Project.

RATIONALE

This Summer Writing Institute addresses the need that teachers have to improve their skills and to expand their understanding of writing as a learning tool. Assumptions are often made about the knowledge level of teachers and their ability to use writing. It is an assumption that twenty-five years of training in teaching teachers about uses of writing in every state in the country has proved to be unfounded; teachers can do much with writing. In Iowa alone, 8,000 teachers have been trained in a similar model, and consistently the results have shown that teachers who understand writing as a process better understand learning as a process. During the three years of the Eastern Iowa Writing Project at St. Ambrose, many teachers have commented on the manner in which the institute changed their lives as teachers because it refocused the learning process for them.

The five credit hours for the course are justified because of its highly experiential nature. It is crucial for participants to have time to read and reflect over a long period of time and that they have time to write and respond over a like long period of time. Learning to respond to writing in a way that focuses on strength rather than on weakness only takes much experience and reflection as well.

RELATIONSHIP TO OTHER COURSES

There is currently no other course in the St. Ambrose catalog that is similar. The following courses may be added in the future as part of the Eastern Iowa Writing Project as additional participants complete the summer institute. The Master's degree students may find one or more of these courses valuable in the future. It may also be possible to offer a shorter, open summer workshop (two weeks) for teachers who wish to apply for the five week invitational some time in the future.

Possible additional courses to be offered under the "Special Topics" title:

- Advanced Studies in Writing and Learning 4 semester hours Summer
- Writing and Literature 3 semester hours Summer
- Research in Reflective Practice 3 semester hours Year long
- Portfolio Review 2-3 semester hours Summer
- Writing from Historical Documents 3 semester hours Summer

COURSE RESOURCES

The course will be offered in a traditional format with two facilitators and up to twenty students selected from the applicants. Resources include an on-site book and periodical library of research, theory, and practical applications. The bulk of the library will be provided to the St. Ambrose site by the Iowa Writing Project.

Appendix B

Outcomes/Course Matrix

M.Ed. in Teaching
Matrix Table

Courses													
Standard	Educ 600	Educ 601	Educ 602	Educ 603	Educ 604	Educ 605	Educ 606	Educ 607	Educ 608	Educ 609	Educ 710	Educ 715	MOL 710
1. Demonstrates ability to enhance academic performance and support for implementation of the school district achievement goals (NBPTS #1).													
1a			X										
1b				X		X							
1c			X			X							
1d													
1e						X						X	
1f				X									X
1g				X									

2. Demonstrates competence in content knowledge appropriate to teaching position (NBPTS # 2).													
2a			X								X		
2b					X			X	X	X			
2c			X										
2d								X	X	X		X	
2e						X							
2f				X									
2g				X									
3. Demonstrates competence in planning and preparing for instruction (NBPTS # 2 & 4).							X						
3a				X	X	X		X	X	X	X		
3b						X						X	
3c					X	X		X	X	X		X	
3d					X	X	X	X	X	X		X	
3e					X	X		X	X	X			

4. Uses strategies to deliver instruction that meets the multiple learning needs of students (NBPTS # 1).													
4a					X			X	X	X			
4b					X			X	X	X	X		
4c						X						X	
4d												X	
4e					X			X	X	X			
4f			X	X									
5. Uses a variety of methods to monitor student learning (NBPTS # 3).													
5a			X			X							
5b			X										
5c			X		X	X	X	X	X	X			
5d						X							
5e						X							
5f				X									

6. Demonstrates competence in classroom management (NBPTS # 3).													
6a						X	X	X	X	X		X	
6b													
6c					X								
6d					X	X		X	X	X			
6e								X	X	X			
7. Engages in professional growth (NBPTS # 4).													
7a	X										X		X
7b				X							X		
7c	X												
7d		X				X							
8. Fulfills professional responsibilities established by the school district (NBPTS # 5).													
8a						X							X
8b													X
8c													

8d				X									
8e				X									

Appendix C

Syllabi

St. Ambrose University
Syllabus
Summer 2005

Course Title: Summer Writing Institute

Course Number: EDUC 610

Credit: 5 semester hours of graduate credit

Class Location: TBA

Time: Daily from 8:30 – 3:30

Instructors: TBA

Office Phone:

E-Mail Address:

Office Hours:

Text: None required. On-site library of books and articles available.

Course Objectives:

By the end of the course, participants should have:

- ✓ **Increased your understanding of the purpose of writing as it relates to learning.**
- ✓ **Increased your repertoire of instructional methods for teaching and using writing.**
- ✓ **Become more confident in your own ability to write for personal and professional purposes.**
- ✓ **Articulated your view of the purpose of writing.**
- ✓ **Learned multiple purposes for and approaches to response to writing.**
- ✓ **Developed confidence in your own professional voice when you speak or write about learning.**
- ✓ **Deepened your knowledge of the research and theory about teaching writing.**
- ✓ **Created a plan to help you incorporate the concepts learned in the course into your classes.**

SUMMER WRITING INSTITUTE COURSE SCHEDULE

Week One

	Monday	Tuesday	Wednesday	Thursday
9:00 –				
12:30	Get acquainted session. Time for reading, discussion, coffee breaks, reading from the library, receiving coaching about demonstrations, and reading from the author’s chair.			
12:30 –				
1:30	Lunch (informal)			
1:30 –				
4:00	Writing response groups	Writing response groups	Writing response groups	Writing response groups

Weeks Two through Four

	Monday	Tuesday	Wednesday	Thursday
9:00-	Teacher demonstrations---two each morning for ninety minutes each. Time for discussion, coffee break, and various other special events including sharing of learning log entries, and readings from the author’s chair.			
12:30				
12:30 –				
1:30	Lunch (informal groups)			
1:30-				
4:00	Writing Response Groups	Writing Response Groups	Special Interest groups and discussion of research readings	Writing Response Groups

Course Requirements

-Reflection Journal
-Participation in all activities
-Preparation of a teaching plan to incorporate writing

- Contributions to the writing “collection plate”**
- Responses to participant writing**

CLASS ATTENDANCE IS EXPECTED

ST. AMBROSE UNIVERSITY
Educ 601

Course Rationale:

This course provides the introductory concepts to the curriculum for the M.Ed. degree. The focus is on the process for achieving National Board Certification as well as the outcomes necessary to move to a standard Iowa teaching license. This course is designed to meet the following learning outcome of the program: 7d - Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

Course Description:

An introductory course that focuses on the processes for the National Board for Professional Teaching Standards and the Iowa teacher induction process. This course would focus on an overview of the National Board process and the Five Core Propositions of the National Board. The basic text would be the booklet "What Every Teacher Should Know and Be Able to Do" published by the National Board. This booklet expands on the Five Core Propositions.

Course Objectives:

1. Demonstrate a knowledge of the Iowa Teacher Induction Program
2. Demonstrate a knowledge of the NBPTS and NB certification process
3. Articulate an understanding of the Five Core Propositions of the NB and how each proposition relates to the "architecture of accomplished teaching"
4. Analyze individual teaching practices and how they reflect the Five Core Propositions

Agenda

Session #1 "Introduction to the Process"

Introductions

Syllabus

The Iowa Teacher Induction Program

- purpose
- requirements

The National Board for Professional Teaching Standards (NBPTS)

- Historical perspective

- Mission
- Process of certification

Using the NB website (certificate knowledge center), determine certification area
Introduce the Five Core Propositions - analyze

Session #2 "The Five Core Propositions and the Architecture of Accomplished Teaching"

Continue analysis of Five Core Propositions
Using the "Architecture" determine how the 5 Core Propositions are present
"What do the 5 Core Propositions look like and sound like in your classroom" handout

Session #3 "The Portfolio of the NBPTS"

Requirements of the Portfolio
Entry 4: requirements and limitations
Entries 1,2,3 "A Walk Through..." handout and discussion
"Gearing Up" and "Getting Started" handouts and discussion
Compare portfolio questions to the architecture - place questions within architecture
"Scavenger Hunt" of portfolio instructions
The Assessment Center

- What is it?
- How do I prepare?
- How do I reserve a testing date?

Session #4 "Writing for the National Board"

"Making Good Choices" for portfolio entries 1,2,3 (handout) and discussion
The three types of writing required for NB
Handouts on Descriptive, Analytical, Reflective writing - discussion
Using NBPTS Writing Practice handouts, do exercise and sharing
Avoiding acronyms (handout and worksheet)
Bloom's taxonomy and verbs for portfolio writing
Writing tips for portfolios (handout) and discussion

Session #5 "The Importance of Evidence"

Organizational strategies and writing to the rubric
Types of evidence
Using the standards and the importance of showing evidence of the standards
Student work analysis: accomplished response / lacking evidence - the difference activity
Adding analysis to descriptive writing handout and activity

Session #6 "Reflection and My Practice"

Reflective writing: What it is and what it isn't

Final Exam (reflective essay on NB certification, 5 core propositions, individual practice in the classroom)

ST. AMBROSE UNIVERSITY

Educ 602

Course Rationale:

This is an essential course to the development of skill sets in the assessment of student growth as well as the use of this data for changing instruction. It meets the following learning outcomes of the program:

- 1a Provides evidence of student learning to students, families, and staff
- 2c Uses student performance data as a guide for decision making
- *2a Provides evidence of student learning to students, families, and staff
- *2c Uses student performance data as a guide for decision making "
- 4e Connects students' prior knowledge, life experiences, and interests in the instructional process
- 5a Aligns classroom assessment with instruction
- 5b Communicates assessment criteria and standards to all students and parents
- 5c Understands and uses the results of multiple assessments to guide planning and instruction

Course Description:

This course would focus on the National Board Standards (which grow out of the Five Core Propositions) and linking those standards to a teacher's practice. The emphasis will be on those standards that focus on the assessment and utilization of assessment data to assure student growth.

Course Objectives:

1. Demonstrate a knowledge of students based on National Board Standards
2. Develop instructional goals based on student data and National Board Standards
3. Design instruction to meet the goals based on the knowledge of students
4. Design assessment based on the instructional goals
5. Analyze student work using National Board Standards on assessment
6. Identify ways to enlist students in their own assessment
7. Develop methods to provide feedback to students and parents regarding student learning

Agenda

Session #1 "Knowledge of Students"

Introductions

Syllabus

"What Is Accomplished Teaching?"

"What Every Teacher Should Know and Be Able to Do"

- Determine key concepts
 - Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly
 - Teachers Have an Understanding of How Students Develop and Learn
- Discuss examples or evidence from practices that illustrate each of the key words

Identify two students and write reflection, discussing all can discover about each student in each of the key concepts from Proposition 1

Session #2 "Knowledge of Students Determines Goals, Instruction, and Assessment"

Share reflections

Discussion

Read "Knowledge of Students" from NB Standards

- Range of students' academic ability
- Developmental level
- Cultural and socioeconomic backgrounds
- Students' interests, talents, and learning styles

Discuss any further categories and brainstorm ways teachers can gather information in all of these categories

Handouts: "What I Know About a Student" and "Model of Instructional Context"

Write a description of your class using specific evidence from handouts

Share and discuss (especially issues in writing about class)

Review handout "Enhanced Architecture of Accomplished Teaching" show that setting goals, instruction, and assessment are based on knowledge of students

Write Reflection on a unit or lesson

- Identify goals
- Identify how the goals are appropriate for the two students in the previous reflection
- Identify why you chose those goals

Session #3 "Designing Instruction, Teaching Strategies, Instructional Resources"

Share reflections on goals

Discussion

Determine the key concepts and evidence in their practice

- multiple paths to knowledge
- multiple methods to meet goals
- learning in group settings
- student engagement

Identify multiple paths to learning

Using National Board Standards (Instruction and Resources), identify teaching strategies and resources

Review instructional goals: list 3 or more instructional strategies and resources to support students in meeting the goals

Review identified students: list 5 or more reasons why the strategies and resources are appropriate for these students and these goals

Write reflection on own practice and where key concepts are either evident or missing

Session #4: "Managing and Monitoring Student Learning"

Share reflections

Identify key words/phrases "Teachers Regularly Assess Student Progress"

Using categories: Assessment Tasks, Assessment Tools, Feedback Strategies

- Read NB Standard on Assessment
- Identify concepts and examples for each category

Discuss ways to show evidence of standard on assessment

Examine student work with rubric; determine what student knows and still needs to learn

Discuss using handout "An In-Dept Look at Student Work"

Brainstorm ways to enlist student self-assessment

Using work from students, analyze progress

Write reflection on their assessment of students

Session #5: "Engaging Students"

Share reflections on assessment

Discussion

How to know if students are engaged in learning

- What is evidence that a student is engaged in learning?
- What is evidence that students are taking risks?
- What is evidence that students are independently learning?
- During class time, what is evidence they are or are not learning?

Discussion of teaching strategies that engage students in learning
Discuss videotaping classrooms and analysis
"Unpacking" a rubric on analysis of videotapes
Write reflection on your practice of engaging students

Session #6 "Analyzing Teaching Using Rubric"

Share reflections
Discuss
Watch NBCT video, using rubric concept, note evidence
Discuss evidence, missing evidence, issues, concerns
Write reflection on finding evidence of standards in own teaching practice

Session #7 "Communication and Collaboration With Families"

Share reflections
Discuss
Brainstorm ways to communicate student learning to parents, community

- Teachers work collaboratively with parents
- Teachers take advantage of community resources

Read NB Standard on community outreach, note key concepts
Search for evidence from own practice
Write reflection on own practice of communication concerning strengths and weaknesses

Session #8 "Culminating Reflection about Teaching Practice"

Share reflections
Discuss
Review "finding evidence of standards in teaching practice"
Final Exam (essay)

