Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number
ED 5407

Course Title
Professional Learning for Teacher Effectiveness™

Section/Semester
Location
Meeting Times

Instructor Contact Information

Instructor Name
Office Hours (if applicable)

Phone Number
E-mail
Best time(s) to be contacted

Course Description from Graduate Bulletin:

Professional Learning for Teacher Effectiveness™ provides educators with research-based theories and specific classroom strategies that support each of the 22 components in Danielson’s Framework for Teaching Evaluation Instrument. Participants explore best practices in the domains of Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Participants develop an action plan for improving teacher practice in each domain and, as a result, enhance their expertise and performance as they ready themselves for teacher evaluations.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:

This course utilizes selected research articles, research summaries, and topical articles drawn from educational literature and the course manual. In addition, on the first day of class you will need The Framework for Teaching Evaluation Instrument (2013 Edition) which you can obtain in one of the following ways: Access https://www.danielsongroup.org/framework/ and click the “Download” button. Once you register, you can download a free PDF of the Framework for Teaching Evaluation Instrument (2013 Edition), which you can then save and/or print.

OR


Required Reference:

Wilkes University Syllabus
Updated 11.07.14
Institutional Student Learning Outcomes (ISLO)
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:
1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Educational Development and Strategies Program Outcomes (EDSPO)
1. The student will learn to create classroom learning environments, which are conducive to the achievements of established learning goals.
2. The students will learn to apply and adapt instructional strategies to meet individual learning needs.
3. The students will demonstrate research-based learning theory and practices to motivate and instruct students in content areas.
4. The students will develop and employ communication skills to facilitate understanding, build relationships, and foster a community of learners.
List of Course Concepts

Establish a positive community of learners; examine the criteria at each level of performance; analyze scenarios to determine the level of performance; determine an action plan process to facilitate change; reflect on current teacher practice and discuss one's compelling why for understanding the framework for teaching and developing teacher practice and expertise; preview course content; research and extend knowledge of content and pedagogy; develop and deliver a presentation to share expertise; develop and deliver a feedback protocol and analyze data; synthesize learning by reflecting on teaching.

Domain 1: Planning and Preparation

Examine the "Distinguished" and "Proficient" criteria for each component in this domain;

- **1a:** discuss learning opportunities that increase content knowledge, content pedagogy, and educational pedagogy; identify learning opportunities that pertain to content knowledge, content pedagogy, and educational pedagogy and directly relate to one's content area(s) and grade level assignment; discuss strategies to address student misconceptions establish a network of mentors and experts; reflect on current teacher practice and identify potential areas of improvement;

- **1b:** examine learning styles and identify the characteristics student exhibit; evaluate one's cultural competence in the classroom as it relates to the environment, learning activities, resources, media, assignments, and assessments; discuss Universal Design for Learning; explore strategies that provide multiple means of representation, action and expression, and engagement; explore instructional methods that reach the various learning styles; reflect on current teacher practice and identify potential area of improvement;

- **1c:** compare and contrast instructional outcomes from the perspective of various stakeholders; establish instructional outcomes at differentiated levels of ability; examine the concept of learning targets and "I can" statements; analyze and develop differentiated learning targets at various levels of thinking; reflect on current teacher practice and identify potential areas of improvement;

- **1d:** discuss the benefits and barriers of classroom resources; identify the types of educational resources; investigate Web resources based on various resource categories; identify which categories need more attention; reflect on current teacher practice and identify potential areas of improvement;

- **1e:** discuss what makes learning meaningful; investigate the Flow Zone learning model, explore ways to differentiate content, process, and product; complete a sensory styles inventory; discuss sensory style learning preferences; investigate instructional methodologies that support each of the multiple intelligences; reflect on current teacher practice and identify potential areas of improvement;

- **1f:** self-assess one's use of various forms of assessment; discuss the various types of assessment and the purpose of each; evaluate the alignment of learning outcomes, activities, assessments, and rubrics; discuss the use of formative assessment in making instructional adjustments; reflect on current teacher practice and identify potential areas of improvement; develop an Action Plan that focuses on one of the Planning and Preparation components in greatest need of improvement and development.

Domain 2: The Classroom Environment

Examine the "Distinguished" and "Proficient" criteria for each component in this domain;

- **2a:** illustrate one's attitude toward learning and working together, discuss what students crave; explore strategies for building a community of learners, explore strategies for teacher and student interaction; explore strategies for student to student interaction; explore strategies for student to self-assessment based thinking; reflect on current teacher practice and identify potential areas of improvement;

- **2b:** discuss prior learning experiences; discuss beliefs in ability, self-efficacy, fixed and growth mindset, and attribution of success or failure; analyze student scenarios to determine beliefs in ability; explore strategies that support self-directed learning and positive beliefs in ability; reflect on...
current teacher practice and identify potential areas of improvement;

- 2c: analyze one's current classroom routines and procedures; investigate ways to establish and teach procedures and routines; explore strategies for effective group transitions, interactions, roles, and responsibilities; reflect on current teacher practice and identify potential areas of improvement;
- 2d: discuss disruptive student behaviors; compare and contrast behavior vs. inference; explore proactive strategies for managing student behavior; explore responsive practices for managing student behavior; reflect on current teacher practice and identify potential areas of improvement;
- 2e: discuss enriched learning environments; explore strategies for organizing the physical environment; explore the components of an enriched classroom environment; explore various instructional arrangements; analyze the most effective arrangement for various instructional methodologies; discuss location anchors; reflect on current teacher practice and identify potential areas of improvement; develop an Action Plan that focuses on one of The Classroom Environment components in greatest need of improvement and development.

**Domain 3: Instruction**

Examine the "Distinguished” and "Proficient” criteria for each component in this domain:

- 3a: evaluate one’s current practice for communicating with students; discuss strategies for communicating learning outcomes; investigate and create a teacher concept map; explore strategies for building background, communicating expectations, and encouraging effort and persistence; reflect on current teacher practice and identify potential areas of improvement;
- 3b: experience question brainstorming; examine the Question for Life model; explore strategies for encouraging discussion, limiting discussion, and debriefing; write discussion and debriefing questions at various levels of thinking; reflect on current teacher practice and identify potential areas of improvement;
- 3c: evaluate the level of student engagement in classroom activities; discuss the level of student engagement based on engagement criteria; discuss the zone of proximal development and appropriately challenging work; analyze the depth of knowledge of various learning experiences based on Webb’s Depth of Knowledge; evaluate the effectiveness of learning activities and the level of student engagement based on POINT criteria; reflect on current teacher practice and identify potential areas of improvement;
- 3d: share one’s most effective formative assessments; research the effectiveness of various rubrics in communicating clear expectations of quality; explore strategies for effective feedback, peer assessment, self-monitoring, and self-assessment; reflect current teacher practice and identify potential areas of improvement;
- 3e: discuss the use of teachable moment; explore strategies for both the teacher making instructional adjustments and the student choosing effective learning strategic; explore differentiated student choice, scaffolding, and tiered alternatives to learning; reflect on current teacher practice and identify potential areas of improvement; develop an Action Plan that focuses on one of the construction components in greatest need of improvement and development.

**Domain 4: Professional Responsibilities**

Examine the "Distinguished” and "Proficient” criteria for each component in this domain:

- 4a: evaluate one's resilience in teaching; self-assess one's effectiveness regarding reflecting on teaching; explore strategies for self-analysis, lesson analysis, student feedback, and peer coaching; reflect on current teacher practice and identify potential areas of improvement;
- 4b: identify ways to establish networks and share expertise; discuss different practices for maintaining accurate records; discuss the pros and cons of maintaining accurate records; explore strategies for grading, recording student progress in learning, progress reports, and strategies for student ownership; reflect on current teacher practice and identify potential areas of improvement;
- 4c: evaluate one’s current teaching; self-assess one’s effectiveness regarding reflecting on teaching; explore strategies for self-assessment, lesson analysis, student feedback, and peer coaching; reflect on current teacher practice and identify potential areas of improvement;
- 4d: identify ways in which parents can support their child’s school experience; explore strategies for interacting, informing, and including parents in school events and classroom learning experiences; reflect on current teacher practice and identify potential areas of improvement;
- **4d:** evaluate one's current professional learning communities; explore various methods for meeting, communicating, learning, and interacting as a professional learning community; reflect on current teacher practice and identify potential areas of improvement;

- **4e:** discuss one's professional aspirations and visions of success; explore ways to grow professionally; investigate the concept of collaborative conversations; explore the benefits and differences among professional development, coaching, and mentoring; examine the concept of action research; reflect on current teacher practice and identify potential areas of improvement;

- **4f:** evaluate one's professionalism; discuss professional conduct expectations regarding students, practices and performance, professional colleagues, and parents and community; analyze and discuss examples of adherence to and infraction of codes of conduct; illustrate one's concept of professionalism; reflect on current teacher practice and identify potential areas of improvement; develop an Action Plan that focuses on one of the **Professional Responsibilities** components in greatest need of improvement and development.

## Student Learning Objectives & Evidence of Student Learning

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
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<tbody>
<tr>
<td>1. Discuss and apply current, validated research underlying the theory, principles, rationale, and practices of course concepts.</td>
<td>I = 1-5</td>
<td>Assignment 1, 2, 3, 4, 5, Course Project</td>
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<td></td>
<td>S = 1-4</td>
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<td>G = 1-5</td>
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<td>2. Work collaboratively to share knowledge, skills, and experiences; refine understanding of content; give and receive feedback; and improve expertise</td>
<td>I = 2, 4, 5</td>
<td>Assignment 1, 5, Course Project</td>
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<td></td>
<td>S = 1-3, 6, 7</td>
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<td>G = 1-5</td>
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<tr>
<td>3. Develop an Action Plan to improve teacher expertise and practice in the components that support Domain I: Planning and Preparation.</td>
<td>I = 1-5</td>
<td>Assignment 2, Course Project</td>
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<td></td>
<td>S = 1-7</td>
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<td></td>
<td>G = 1-5</td>
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<td>4. Develop an Action Plan to improve teacher expertise and practice in the components that support Domain 2: The Classroom Environment.</td>
<td>I = 1-5</td>
<td>Assignment 3, Course Project</td>
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<td>S = 1-7</td>
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<td>G = 1-5</td>
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<td>5. Develop an Action Plan to improve teacher expertise and practice in the components that support Domain 3: Instruction.</td>
<td>I = 1-5</td>
<td>Assignment 4, Course Project</td>
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<td>S = 1-7</td>
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<td>G = 1-5</td>
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<tr>
<td>6. Develop an Action Plan to improve teacher expertise and practice in the components that support Domain 4: Professional Responsibilities.</td>
<td>I = 1-5</td>
<td>Assignment 5, Course Project</td>
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<td>S = 1-7</td>
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<td>G = 1-5</td>
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<td>7. Reflect upon and continuously evaluate personal practice, adjust accordingly, and actively seek out opportunities to grow professionally, using the knowledge and skills of this course.</td>
<td>I = 1-5</td>
<td>Assignment 1, 2, 3, 4, 5, Course Project</td>
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<td>S = 1-7</td>
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<td>G = 1-5</td>
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<td>8. Generalize this course content to reflect how the diverse populations within classrooms have their needs met through application of the skills, strategies, and knowledge of this course.</td>
<td>I = 1-5</td>
<td>Assignment 1, 2, 3, 4, 5, Course Project</td>
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<td>S = 1-7</td>
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<td>G = 1-5</td>
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Assignment: Course Project
In this course, you will be required to complete a Course Project designed to strengthen your professional practice and extend your expertise in correlation with the content of the course. This Course Project along with the Course Assessments will be compiled into a Course Portfolio, which is evidence of the mastery of course concepts and extension of content knowledge and pedagogy.

Use your own professional growth needs to guide topic selections that will ensure relevance and provide meaningful applications to your teaching practice. Each stage of this project provides opportunities for research, development, application, collaboration, evaluation, and reflection. By sharing newly acquired expertise, you will endeavor to enhance teacher practice that impacts student learning and achievement. Collaboration with other course participants and colleagues allows for professional growth through course- and job-embedded opportunities within the larger community of practice.

Complete each of the Course Project components delineated below. Choose from the options provided in alignment with the instructions and guidance of your instructor. Your instructor will identify points in the course when each of these components are assigned and due. Complete all directions given and complete your work in alignment with the corresponding rubric criteria.

Course Preview
1. Your instructor provided you with a Course Preview assignment which you were asked to complete prior to the class. Options include:
   - Viewing videos, podcasts, or Webinars that relate to course content. Previewing Websites that relate to course content.
   - Analyzing current lessons, activities, and/or practices that relate to course content.
   - Write a one-page review that thoroughly communicates, insights and opinions regarding the information and strategies in the Course Preview activities, making direct applications to course content and teacher practice.
   - Submit your review to your instructor. Your review will be evaluated based on the criteria delineated in Course Project Rubric I:Course Preview.

Research and Review of Content and Pedagogy
1. In alignment with the instructions and guidance of your instructor, chose a content-related topic to extend your content knowledge and pedagogy.
2. Read/Observe and review three (3) educational resources on your chosen topic that extend your content knowledge and pedagogy. Options include:
   - Articles provided in the PLS 3rd Learning Course Library.
   - Articles from educational publications or education-related organizations.
   - Research provided in the Participant Manual along with at least three different current sources. Educational videos, podcasts, or Webinars of at least 15 minutes (TED Talks, Edutopia, etc.).
3. Write a review (3-page minimum) for each of the three (3) educational resources you examined. Address each of the following components in each of your reviews:
   - Identify the title and author of the educational resource. If using a resource outside of the manual, include a full APA citation.
   - Summarize the information from the educational resource, identifying five to seven main content-related points.
   - Clearly communicate your opinion of the information, commenting on at least three points of
agreement or disagreement, citing specific examples.

o Clearly communicate at least two specific examples of application to teacher practice or implementation of the concepts or strategies discussed.

4. Submit your three (3) content and pedagogy reviews to your instructor. Your reviews will be evaluated based on the criteria delineated in Course Project Rubric 2: Research and Review of Content and Pedagogy.

**Content Presentation Development**

1. Develop a presentation that extends knowledge of content, strategies, and pedagogy and fosters action-research in the classroom or professional growth and development. Options include:
   - **PowerPoint Presentation**
   - **Professional Development Workshop**
   - **Other current forms of technological presentation (Webinar, Prezi, Video, etc.)**

2. Address each of the following components in your presentation:
   - An introduction of the topic along with a compelling why that addresses the relevance of the information.
   - Important information relating to content or pedagogy.
   - Practical applications or strategies for the school, the professional, or the classroom.
   - Impact on student learning and effects on diverse student populations.
   - Opportunities for interaction, discussion, reflection, and debriefing.

3. Submit your presentation in one or more of the following formats to your instructor. Your presentation will be evaluated based on the criteria delineated in Course Project Rubric 3: Content Presentation.
   - **Electronic or hard copy of PowerPoint slides.**
   - **Detailed timeline and outline of the professional development workshop, along with any correlating visuals.**
   - **Electronic access to any technological presentation**

**Feedback Protocol Development**

1. Consult and research various Websites and resources for ideas and examples of feedback surveys and feedback protocols.
2. Develop a feedback survey/protocol for your presentation that addresses such components as thoughts, comments, questions, strengths, suggestions for improvement, and applications of content.
3. Submit a copy or provide electronic access of your feedback protocol to your instructor. Your feedback protocol will be evaluated based on the criteria delineated in Course Project Rubric 4: Feedback Protocol.

**Content Presentation Delivery**

1. Deliver your presentation of content and pedagogy. Options include:
   - Deliver your presentation online or in person to a collaborative group of peers of the same grade-level or content area focus.
   - Deliver your presentation online or in person to a professional learning community.
   - Deliver your presentation onsite as a professional development workshop for educators.

2. Submit a one-page paper that explains the logistics and timeline of your presentation delivery, as well as the audience demographics to your instructor. Your paper will be evaluated based on the criteria delineated in Course Project Rubric 3: Content Presentation.
Feedback Protocol Delivery and Analysis
- Following your content presentation, administer your feedback protocol. Compile the responses and results of your feedback protocol.
- Create a data reporting of your feedback protocol. Options include:
  - Report or spreadsheet
  - Graphs, charts, and/or tables
  - Electronic results

1. Submit a hard copy or electronic access to your data reporting results to your instructor. Your data report will be evaluated based on the criteria delineated in Course Project Rubric 4: Feedback Protocol.

Reflecting on Teaching
1. Reflect on teacher practice by writing a one-page reflection for each of the following five components, answering each of the guiding questions or statements as it relates to your chosen topic (5 total pages).

Self-Assessment
- Prior to this course project, what were your areas of strength as it relates to this topic?
- Prior to this course project, what areas were in need of improvement or more expertise as it relates to this topic?
- Prior to this course project, what specific examples relating to this topic had you incorporated or implemented in your practice.

Content and Pedagogy
- After researching your chosen topic, what new information did you glean?
- How is this information relevant to your practice?
- What else would you like to investigate or what questions do you have regarding this topic?

Presentation
- What were your successes and challenges in the development of your presentation?
- What role did you play in the refinement of the presentations of your consulting partners?
- How beneficial was the collaboration with your consulting partners in the development of your presentation?

Feedback Analysis
- Based on the feedback, what were the most impressive or effective aspects of your presentation?
- Based on the feedback, how did your presentation positively impact teacher practice?
- Based on the feedback, what changes would you make to your presentation for the next delivery?

Application
- What new content or pedagogy do you intend to incorporate and how will you do so?
- How will application of this content or pedagogy impact student learning and address the needs of a diverse student population?
- How do you intend to use the course project process in the future to develop your own practice or to enhance student comprehension and learning?
Submit your reflection to your instructor. Your reflection will be evaluated based on the criteria delineated in Course Project Rubric 5: Reflecting on Teaching
Course Grading

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Course Project</td>
<td>60</td>
</tr>
<tr>
<td>• Course Preview</td>
<td></td>
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<tr>
<td>• Research and Review of Content and Pedagogy</td>
<td></td>
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<tr>
<td>• Content Presentation Development</td>
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<td>• Feedback Protocol Development</td>
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<td>• Content Presentation Delivery</td>
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<td>• Feedback Protocol Delivery and Analysis</td>
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<tr>
<td>• Reflecting on Teaching</td>
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<tr>
<td>Assessment 1: Reflecting on Teaching</td>
<td>44</td>
</tr>
<tr>
<td>Assessment 2: Planning &amp; Preparation Action Plan</td>
<td>24</td>
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<tr>
<td>Assessment 3: The Classroom Environment Action Plan</td>
<td>24</td>
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<tr>
<td>Assessment 4: Instruction Action Plan</td>
<td>24</td>
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<tr>
<td>Assessment 5: Professional Responsibilities Action Plan</td>
<td>24</td>
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<tr>
<td>Total Points Possible in Course</td>
<td>200</td>
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Graduate Education Grading Scale (MS Level):

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<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>4.0 A</td>
<td>94-100% Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5 B+</td>
<td>87-93% Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0 B</td>
<td>80-86% Academic achievement of acceptable quality in meeting graduation requirements</td>
</tr>
<tr>
<td>2.5 C+</td>
<td>75-79% Academic achievement of adequate quality but below the average required for graduation</td>
</tr>
<tr>
<td>2.0 C</td>
<td>70-74% Academic achievement below the average required for graduation</td>
</tr>
<tr>
<td>0.0 F</td>
<td>Below 70% Failure. No graduate course credit</td>
</tr>
</tbody>
</table>

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in
dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association’s Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

**Face-to-face or synchronous sessions:** Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor.

**Online courses or asynchronous sessions:** Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussions follow a weekly unit protocol that initial postings are due on Thursday, responses are due on Sunday and assignments are due on Sunday. Exceptions to this practice will be noted in the syllabus. **Late discussions are not accepted for partial credit after the dates set for each unit.**

**Late Assignments:** Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor’s policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor.

Penalties levied by the instructor in accordance with this policy are not subject to grievance by the students.

**Graduate Course Expectations**

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

**Required Reference Format:** All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.
Reference Text:

APA Online References: http://apastyle.apa.org/ http://owl.english.purdue.edu/owl/resource/560/01/

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

Required Software: Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at http://wilkes.beta.libguides.com/library/databases

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is http://wilkes.libguides.com/gradeducation

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without “@wilkes.edu”) and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

Writing: The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at http://www.wilkes.edu/resources/writing
Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors and possibly other personnel. Both the student’s needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students’ Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: https://www.perms.ed.state.pa.us/

Class Schedule for the Semester

Professional Learning for Teacher Effectiveness™

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<th>Unit</th>
<th>Readings, Topics, Activities, and Assessments</th>
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<td>Introduction</td>
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<td>Reading:</td>
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<td>• PLTE Participant Manual p. 1-12</td>
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</table>
- *The Framework for Teaching Evaluation Instrument*
  - Domain 1: p. 7, 11, 15, 19, 23, and 27
  - Domain 2: p. 33, 37, 41, 45, and 49
  - Domain 3: p. 55, 59-61, 65-67, 71-73, and 77
  - Domain 4: p. 83, 87, 91, 95, 99, and 103

Topics:
- Objectives and Course Overview
- A Community of Learners
- The Framework for Teaching
- Introduction to Domain 1: Planning and Preparation
- Introduction to Domain 2: The Classroom Environment
- Introduction to Domain 3: Instruction
- Introduction to Domain 4: Professional Responsibilities
- The Chain Reaction for Change

Activities:
- Community Building: Strengths, Accomplishments, and Trials
- Sentence, Phrase, and Words
- The 3 Es: Explanation, Examples, and Expression
- Component and Indicator match-up
- Concept Map
- Reflection and Application

**Domain 1: Planning and Preparation**
- **Component 1a: Demonstrating Knowledge of Content and Pedagogy**

Reading:
- PLTE Participant Manual p. 13-22

Topics:
- Domain 1: Planning and Preparation Overview
- Component 1a Overview
- Levels of Performance: Component 1a
- Developing Expertise: Content-Oriented, Content Pedagogy, Educational Pedagogy

Activities:
- Analyzing levels of performance (1a)
- Analyzing lesson content and pedagogy
- Artifacts and Observables (1a)
- Reflection and Application (1a)

Action Research Project and Assessments:
- Course Preview assignment
- Research and Review of Content and Pedagogy—3 article reviews

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<td><strong>Component 1c: Setting Instructional Goals</strong></td>
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<td></td>
<td><strong>Component 1d: Demonstrating Knowledge of Resources</strong></td>
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</table>
Reading:
• PLTE Participant Manual p. 23-49
• *The Framework for Teaching Evaluation Instrument* p. 12-13, 16-17, and 20-21

Topics:
• Component 1b, 1c, 1d: Overview and Objectives
• Levels of Performance: Component 1b, 1c, 1d
• Universal Design for Learning
• Sensory Styles
• Multiple Pathways for Learning
• Cultural Competence
• Reflection and Application
• Instructional Outcomes
• Resources in the Classroom

Activities:
• Analyzing levels of performance (1b, 1c, 1d)
• Sensory Style Inventory and Preferences
• Multiple Means of Representation, Action and Expression, and Engagement
• Cultural Competence Analysis
• Artifacts and Observables (1b)
• Reflection and Application (1b)
• Learning Targets
• Differentiated Levels of Ability and Thinking
• Writing Differentiated Learning Targets
• Artifacts and Observables (1c)
• Reflection and Application (1c)
• Resources Benefits and Barriers

Action Research Project and Assessments:
• Develop a course-oriented, content-related presentation

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<tr>
<th>Unit 3</th>
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<td>• <strong>Component 1d: Demonstrating Knowledge of Resources</strong></td>
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<td>• <strong>Component 1e: Designing Coherent Instruction</strong></td>
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<td>• <strong>Component 1f: Designing Student Assessments</strong></td>
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</table>

Reading:
• PLTE Participant Manual p. 50-74
• *The Framework for Teaching Evaluation Instrument* p. 24-25 & 28-29

Topics:
• Component 1e and 1f: Overview and Objectives
• Levels of Performance: Component 1e and 1f
• Investigating Educational Resources
• Community, Professional Organization, and University Resources
• Webb’s Depth of Knowledge
• Flow Zone Learning
• Designing Student Assessments: Alignment Criteria
• Student-Designed Rubrics
• Formative Assessment

Activities:
• Web research
• Brainstorming and sharing resources
• Artifacts and Observables (1d)
• Reflection and Application (1d)
• Analyzing levels of performance (1e and 1f)
• Identify Webb’s DOK level of activities
• Design a Flow Zone Learning lesson
• Artifacts and Observables (1e)
• Reflection and Application (1e)
• Analyzing lesson alignment
• The when, why and be wary of student-designed assessments
• Designing formative assessments
• Analyzing classroom scenarios for levels of performance
• Artifacts and Observables (1f)
• Reflection and Application (1f)

Action Research Project and Assessments:
• Evaluating Levels of Performance for Domain 1
• Assessment 1: Domain 1—Planning and Preparation Analysis
• Assessment 5: Reflecting on Teaching for Domain 1

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<th>Unit 4</th>
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<td>• Component 2a: Creating an Environment of Respect and Rapport</td>
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<td>• Component 2b: Establishing a Culture for Learning</td>
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<td>• Component 2c: Managing Classroom Procedures</td>
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</table>

Reading:
• PLTE Participant Manual p. 75-103

Topics:
• Component 2a, 2b, 2c: Overview and Objectives
• Levels of Performance: Component 2a, 2b, 2c
• Building a Community of Learners
• Social-Emotional Learning
• A Culture of Communication
• Beliefs in Ability to Learn
• Self-Directed Learners
• The SUCCESS Equation
• Developing Procedures

Activities:
• Analyzing levels of performance (2a, 2b, 2c)
• Design a community building activity
• Effective communication between teacher and student
• Effective communication among students
• Artifacts and Observables (2a)
<table>
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<tr>
<th>Reflection and Application (2a)</th>
<th>Strategies for developing positive beliefs in ability</th>
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<tr>
<td>Artifacts and Observables (2b)</td>
<td>Reflection and Application (2b)</td>
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**Action Research Project and Assessments:**
- Assessment 2: Domain 2—The Classroom Environment Analysis
- Assessment 5: Reflecting on Teaching for Domain 2

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### Unit 5

#### Domain 2: The Classroom Environment
- **Component 2c:** Managing Classroom Procedures
- **Component 2d:** Managing Student Behavior
- **Component 2e:** Organizing Physical Space

**Reading:**
- PLTE Participant Manual p. 104-130

**Topics:**
- Component 2d and 2e: Overview and Objectives
- Levels of Performance: Component 2d and 2e
- Teaching Procedures
- Transitions and Formations
- Disruptive Student Behaviors
- Proactive Practices
- Responsive Practices
- The Physical Environment
- The Instructional Environment

**Activities:**
- Explain, Rehearse, Reinforce in the Classroom
- Strategies for transitions and flexible grouping
- Artifacts and Observable (2c)
- Reflection and Applications (2c)
- Analyzing levels of performance (2d, 2e)
- Evaluating behaviors vs. inferences
- Establishing rules
- Writing cornerstone statements
- Responding to levels of misbehavior
- Red light, green light strategy
- Artifacts and Observable (2d)
- Reflection and Applications (2d)
- Evaluating room arrangement and the enriched environment
- Identifying instructional and activity arrangements
- Artifacts and Observable (2e)
- Reflection and Applications (2e)

Action Research Project and Assessments:
- Evaluating Levels of Performance for Domain 2
- Develop a course-oriented, content-related presentation

Unit 6  **Domain 3: Instruction**
- **Component 3a: Communicating with Students**
- **Component 3b: Using Questioning and Discussion Techniques**
- **Component 3c: Engaging Students in Learning**

Reading:
- PLTE Participant Manual p. 131-164

Topics:
- Component 3a, 3b, 3c: Overview and Objectives
- Levels of Performance: Component 3a, 3b, 3c
- Expectations for Learning
- Explanations of Content
- Questioning Techniques
- Discussion Techniques
- Student Engagement

Activities:
- Analyzing levels of performance (3a, 3b, 3c)
- Strategies for communicating learning targets
- Developing a teacher concept map
- Strategies for building schema
- Strategies for clear directions
- Artifacts and Observable (3a)
- Reflection and Applications (3a)
- Question storming
- Questions for Life
- Student-Led questioning/discussion
- Encouraging and limiting discussion
- Making thinking visible/Step Inside
- Artifacts and Observable (3b)
- Reflection and Applications (3b)
- Multiple pathways for learning
- Multiple Intelligences choice board

Action Research Project and Assessments:
- Assessment 3: Domain 3—Instruction Analysis
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<td></td>
<td>• Component 3e: Demonstrating Flexibility and Responsiveness</td>
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</table>

**Reading:**
- PLTE Participant Manual p. 165-198
- *The Framework for Teaching Evaluation Instrument* p. 74-75 and 78-79

**Topics:**
- Component 3d and 3e: Overview and Objectives
- Levels of Performance: Component 3d and 3e
- Student Engagement—Flow Zone Lesson
- Formative Assessment
- Expectations of Quality
- Feedback in Assessment
- Self-Assessment and Peer-Assessment
- Teachable Moments
- Instructional Adjustments
- Alternative Strategies and Supports

**Activities**
- Hands-on and minds-on activities—The Discovery
- Analyzing level of student engagement
- Artifacts and Observable (3c)
- Reflection and Applications (3c)
- Analyzing levels of performance (3d, 3e)
- Strategies for quick formative assessment
- Grade-level appropriate rubrics
- Effective feedback mind map
- Effective feedback strategies
- Artifacts and Observable (3d)
- Reflection and Applications (3d)
- Identifying teachable moments
- Major, minor, and mid-course adjustments
- The SUCCESS Equation
- Appropriately Challenging Work
- Tiered Interventions
- Scaffolding
- Choice Board
- Artifacts and Observable (3e)
- Reflection and Applications (3e)
### Action Research Project and Assessments:
- Evaluating Levels of Performance for Domain 3
- Finalizing the course-oriented, content-related presentation

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<td>• Action Research Project: Domain 4 Presentation</td>
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### Domain 4: Professional Responsibilities
- **Component 4a: Reflecting on Teaching**
- **Component 4b: Maintaining Accurate Records**

| Reading: | • PLTE Participant Manual p. 205-223 |
| | • *The Framework for Teaching Evaluation Instrument* p. 84-85 and 88-89 |
| **Topics:** | • Component 4a and 4b: Overview and Objectives |
| | • Levels of Performance: Component 4a and 4b |
| | • Self-Analysis |
| | • Lesson Analysis |
| | • Student Feedback |
| | • Support Systems |
| | • Maintaining Accurate Records |

| **Activities** | • Analyzing levels of performance (4a, 4b) |
| | • Journaling |
| | • Question storming |
| | • Improvements to instruction |
| | • Quick formative assessments--Ticket Out the Door |
| | • Instructional Coaching simulation |
| | • Artifacts and Observable (4a) |
| | • Reflection and Applications (4a) |
| | • Benefits of maintaining accurate records |
| | • Tracking student progress |

### Action Research Project and Assessments:
- Action Research Project: Reflection and Self-Assessment
- Action Research Project: Action Plan for Teacher Effectiveness
• Assessment 4: Domain 4—Professional Responsibilities Analysis
• Assessment 5: Reflecting on Teaching for Domain 4

Unit 9  
**Domain 4: Professional Responsibilities**  
- Component 4b: Maintaining Accurate Records  
- Component 4c: Communicating with Families  
- Component 4d: Participating in the Professional Community  

**Reading:**  
- PLTE Participant Manual p. 224-242  
- The Framework for Teaching Evaluation Instrument p. 92-93 and 96-97  

**Topics:**  
- Maintaining Accurate Records  
- Component 4c and 4d: Overview and Objectives  
- Levels of Performance: Component 4c and 4d  
- Cultural Sensitivity  
- Epstein’s Six Types of Parent Involvement  
- The Professional Community  
- Professional Learning Communities (PLCs)  

**Activities:**  
- Strategies for student ownership of class records  
- Developing a plan for maintaining accurate records  
- Artifacts and Observable (4b)  
- Reflection and Applications (4b)  
- Diversity autograph hunt  
- Analyzing levels of performance (4c, 4d)  
- Peer-teaching types of parent involvement  
- Artifacts and Observable (4c)  
- Reflection and Applications (4c)  
- Analyzing one’s professional community  
- Identifying professional meetings, professional development, and project opportunities  
- Simulation of PLC discussing action plans for teacher effectiveness  
- Artifacts and Observable (4d)  
- Reflection and Applications (4d)  

Unit 10  
**Domain 4: Professional Responsibilities**  
- Component 4e: Growing and Developing Professionally  
- Component 4f: Showing Professionalism  
- Course Closing  

**Reading:**  
- PLTE Participant Manual p. 243-262  
- The Framework for Teaching Evaluation Instrument p. 100-101 and 104-105  

**Topics:**  
- Component 4e and 4f: Overview and Objectives  
- Levels of Performance: Component 4e and 4f
• Professional Aspirations
• Developing Professionally
• Gordon’s Skill Development Ladder
• Professional Code of Conduct
• Communicating Professionalism
• Course summary and synthesis

Activities
• Analyzing levels of performance (4e, 4f)
• Identifying success and ways to grow professionally
• Peer coaching and peer observation analysis
• Artifacts and Observables (4e)
• Reflection and Applications (4e)
• Code of Conduct case studies
• Adherence to and infractions of conduct
• Professionalism posters
• Artifacts and Observables (4f)
• Reflection and Applications (4f)
• Domain logo and tag line presentations

Action Research Project and Assessments:
• Evaluating Levels of Performance for Domain 4

| Course Outcome Correlations with Model Core Teaching Standards (InTASC) |
|---------------------------------|-----------------|
| **Standard 1: Learner Development** |
| The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | 1, 2, 3, 4, 5, 6, 7 |
| **Standard 2: Learning Differences** |
| The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | 1, 2, 3, 4, 5, 6, 7 |
| **Standard 3: Learning Environments** |
| The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | 1, 2, 3, 4, 5, 6, 7 |
| **Standard 4: Content Knowledge** |
| The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | 1, 2, 3, 4, 5, 6, 7 |
| **Standard 5: Application of Content** |
| The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | 1, 2, 3, 4, 5, 6, 7 |
| **Standard 6: Assessment** |
| The teacher understands and uses multiple methods of assessment to engage learners in their | 1, 2, 4, 7 |
own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard 7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.  

**Standard 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Interstate New Teacher Assessment and Support Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc


**Course Outcome Correlations with National Board for Professional Teaching Standards (NBPTS) Five Core Propositions**

**Proposition 1: Teachers are Committed to Students and Their Learning.**

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

NBCTs understand how students develop and learn.

They respect the cultural and family differences students bring to their classroom.

They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.

NBCTs are also concerned with the development of character and civic responsibility.

**Course Outcomes**

1, 2, 3, 4, 5, 6, 7

**Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**

NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.

They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.

**Course Outcomes**

1, 2, 3, 4, 5, 6, 7
They are able to use diverse instructional strategies to teach for understanding. 1, 2, 3, 4, 5, 6, 7

**Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.**

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. 1, 2, 3, 4, 5, 6, 7

They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. 1, 2, 3, 4, 5, 6, 7

NBCTs know how to assess the progress of individual students as well as the class as a whole. 1, 2, 4, 7

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. 1, 2, 4, 7

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. 1, 2, 3, 4, 5, 6, 7

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. 1, 2, 3, 4, 5, 6, 7

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. 1, 2, 3, 4, 5, 6, 7

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning. 1, 2, 6, 7

They are leaders and actively know how to seek and build partnerships with community groups and businesses. 1, 2, 3, 7

They work with other professionals on instructional policy, curriculum development and staff development. 1, 6

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. —

They know how to work collaboratively with parents to engage them productively in the work of the school. 1, 2, 3, 4, 5, 6, 7

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References


Howard, Gary R. (2007). As diversity grows, so must we. Educational Leadership, 64(6), 16-22.


