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Teacher Education Handbook: Graduate Programs (M.Ed.,Ed.S.)

College of Education
Brenau University

Student Edition



**COLLEGE OF EDUCATION
BRENAU UNIVERSITY**

**TEACHER EDUCATION HANDBOOK: GRADUATE PROGRAMS
STUDENT VERSION**

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I. Introduction

The Teacher Education Handbook: Graduate Programs is designed to serve as a guide for students and faculty involved in graduate education at Brenau University College of Education. This handbook contains valuable information, including the education unit's conceptual framework and the integration of the framework throughout the unit.

Overview of the Conceptual Framework of the College of Education

The conceptual framework of the College of Education of Brenau University is based on the vision that “education professionals from Brenau University will take active roles in planning, implementing and evaluating effective teaching practices through reflective decisions relating to *content, pedagogy, and the learner*. It is the belief of the faculty that candidates must have a strong grounding in the content knowledge necessary to guide learners and must also possess the skills needed to respond to the needs of learners; this grounding is supported by the liberal arts mission of the institution. This premise, based in part on Shulman's (1987) work regarding the importance of the knowledge base, framed the initial conceptual model of the College of Education and remains an important component of the conceptual framework.

The theme of reflection, based on Schon's writing (1987) is a natural fit with the unit's focus on a constructivist approach to learning. A guiding principle of the unit is that only through the successful use of reflection can the candidate provide appropriate learning experiences that are responsive to the needs of the learners (Ornstein, 1995). The unit's use of the reflective practice mirrors that described by Van Manen (1977) in that it is viewed as a developmental process for the candidate, with the assumption that beginning teachers are likely to focus on the effective delivery of instruction in the classroom. The preservice teacher is more likely to practice reflection-on-action or reflection-in-action (Schon, 1987) while the practicing teacher should be developmentally ready to engage in reflection-for-action. The teacher education faculty believes that the use of a program portfolio facilitates the development of the reflection process for candidates in the teaching programs and provides needed feedback for the novice candidate (Borko, Michalec, Timmons, & Siddle, 1997).

An understanding of and perspective for the learner is an important element of the conceptual framework and reinforces the institutional mission regarding community responsibility and global understanding. Decisions about the learning process must take place in the context of knowledge of the learner. Reflection provides the vehicle needed for the candidate to better understand what he or she knows (Loughran, 2002). Part of this reflective process involves facilitating the candidate's capacity to accept, change or to balance one's own ideas and goals with that of the learner's and with the broader concepts of education (Jewett, 1998). It is important that this process not become one of rationalization about the events or problems that are the object of reflection (Loughran, 2002) if the shift to reflection-for-action is to be successful for the novice teacher.

The unit outcomes include a requirement for the teacher to become an intelligent consumer of research. The faculty are committed to the need for examination of events in the context of the prior knowledge and experience of the learner, which incorporates the use of constructivism and reflection, while encouraging the pre-service candidate to expand the analysis to include current research and practice.

INTASC Standards

Graduate programs at Brenau University are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teacher Standards (NBPTS).

Teacher Education Unit Outcomes for Advanced Programs: Brenau University seeks to prepare reflective professionals who (NBPTS 4, R) demonstrate the following outcomes:

- Content and Curriculum
 - Teachers demonstrate a strong knowledge of content areas(s) appropriate for their certification levels. (INTASC 1; NBPTS 2; C)
- Knowledge of Students & Their Learning
 - Teachers support the intellectual, social, physical, and personal development of all students (INTASC 2,3,10; NBPTS 1; L)
- Learning Environments
 - Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3,5,6,10; NBPTS 3; P, L, R)
- Assessment
 - Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners. (INTASC 2,8; NBPTS 3; P, L, R)
- Planning and Instruction
 - Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment. (INTASC 2,4,5,7; NBPTS 2,3,5; P, L)
- Professionalism
 - Teachers recognize, participate in, and contribute to teaching as a profession. (INTASC 8,9,10; NBPTS 4,5; C, L, R)

Appendix I

II. Programs of Study and Majors

Program Plans are not a part of this handbook but are readily available for students and faculty on the Brenau Registrar's web site. Along with the plans for the current academic year, the Registrar's office makes available archived plans for the past four years. The documents are available at: <http://www.brenau.edu/reg/programplans/current/education/default.htm>

Master of Education(M.Ed.)

- Early Childhood [Atlanta, Gainesville, On-line]
- Middle Grades[Atlanta, Gainesville, On-line]
- Special Education [Atlanta, Gainesville]

Purpose

The Master of Education (M.Ed.) program is designed to enhance and develop proficiency and professionalism among practicing teachers.

Teacher Education

The teacher education faculty continuously reviews relevant contemporary research on teaching and effective practice in the preparation of educators. After careful consideration of educational principles, the faculty has identified a conceptual model of teacher education at Brenau University that reflects the dynamic process of decision making necessary for quality instruction and optimal learning. This model permeates all courses and activities of teacher education at the university and is articulated in the vision statement and unit outcomes.

Vision Statement

Education Professionals from Brenau University will take active roles in planning, implementing and evaluating effective teaching practices through reflective decisions relating to *content*, *pedagogy*, and *the learner*.

Unit and Program Outcomes

Please see Appendix ___for alignment between Unit Outcomes and Expected Learning Outcomes for the Master of Education (M.Ed.) program in

Admission Criteria

In addition to any general admission criteria outlined in the graduate admissions section of this catalog, the M.Ed. applicant must have and/or submit:

- Baccalaureate degree from a regionally accredited institution.
- Minimum cumulative grade point average of 3.0.
- Minimum MAT or GRE at the 25th percentile. No age limit on the score as long as an official score report is submitted.
- Writing sample.
- Three letters of reference. If the applicant is working in a school, one reference must be an administrator in the school where the applicant is employed.
- Must hold or be eligible for full certification.

Generally, applicants for the M.Ed. programs are expected to meet the stated admissions requirements. However, Brenau may consider an applicant who does not meet [all] stated

requirements, but who, in the opinion of the appropriate department, may be a good candidate for admission to the University.

Capstone Activity

The Capstone Activity is designed to provide students with opportunities to demonstrate the skills of synthesis, integration, and application of the knowledge and skills acquired during the course of the graduate program. This demonstration may be done in one of two ways; an applied research project or the comprehensive examination. Neither activity may take place earlier than the last semester in which the student is enrolled. Each activity will require that the student is registered and enrolled in the appropriate course:

ED 772 Applied Research Project

Students will use their research prospectus from ED 771. They must submit this independent research project for IRB approval. After IRB approval, the student will have a maximum of 2 semesters to complete their research and write an article of quality which will be submitted for publication. The student will register for 2 credit hours the first semester and 1 credit hour the second semester. The academic advisor will serve as the project advisor.

ED 780 Comprehensive Examination

NOTE: College of Education permission required. The Chair of Graduate Education will register students for the Comprehensive Exam once they have been cleared to take the exam by his or her adviser.

Grades for the comprehensive exams shall be as follows:

Pass (**P**) The student exhibits a knowledge base reflective of a graduate student and is able to present the desired materials with requisite skill.

- In Progress (**IP**) The student exhibits the minimal knowledge base and array of skills and abilities to successfully complete portions of the comprehensive, but for a variety of reasons has failed to satisfy the minimum requirements reflected in the examination. In such situations, the student will not be permitted to progress or complete the program until the conditions of remediation are fulfilled to the satisfaction of the Chair of Graduate Education.
- Fail (**F**) The **student** does not exhibit the knowledge base necessary to evidence a minimal level of mastery of the subject matter and/or competency in the skills and abilities necessary to execute the comprehensive examination. In such cases, the student's progress is automatically suspended pending program review by the Chair of Graduate Education. Any further progress toward completion of the graduate program can only take place under the terms and conditions **imposed** by the Chair of Graduate Education with the clearance and approval of the Dean.

ED 780 Comprehensive Exam Policy

Students must complete their comprehensive exam on the scheduled date at either the Gainesville or North Atlanta campus. Online students more than 100 miles from both campuses may take their exam in the presence of a proctor. Qualified proctors must submit a signed letter stating that they will be present for the entire four hour exam, follow the comprehensive exam rules, and uphold the Brenau Honor Code. All proctors must be pre-approved by the Chair of Graduate Education.

Students will be notified of the results of their exams via campus email and direct mail. Feedback will be given on any failed questions via campus email. Students who fail one or more exam questions must rewrite the failed questions. A rewrite date will be scheduled before the end of the current semester and a campus location designated.

Students who fail the rewrite must wait until the comprehensive exam date during the following semester for a second rewrite. Students will receive an incomplete for ED 780 and must complete the remediation process prior to their second rewrite. If remediation is completed, students will have a final opportunity to rewrite the question(s) failed during the scheduled comprehensive exam in the second session of the semester.

Students who fail the rewrite attempt after completion of remediation will be assigned an F for ED 780 and removed from the program.

Remediation

A student completing remediation must meet with the lead instructor(s) of the course(s) for the question(s) failed. The student will discuss the timeline for writing a 10 page research paper for each question failed to enhance content knowledge. Papers must follow current APA guidelines, be at least 10 pages excluding cover page, abstract, and references. Upon completion, the student must have a second meeting with the instructor(s) to discuss the quality of the paper and satisfactory understanding of the content. All remediation activities must be completed prior to the midpoint of the semester.

At any point if students wish to see failed exams, they must write a letter to the Dean of the College of Education no later than one week from the date of failure notification. The dean will schedule an appointment to meet with the student. During this meeting, the student will be able to review the answers submitted. There will be no discussion of the exam with dean. Students may not take copies of their answers with them to ensure that testing integrity is not compromised.

EXTRAORDINARY LIVES



You will need to find your own proctor and schedule the date of the exam with approval from the Chair of Graduate Education.

A qualified proctor would be:

- A school administrator
- Department Head
- Authorized personal at a test administration center
- Local librarian

The proctor must submit this signed letter to the Chair of Graduate Education agreeing to the following:

- They are a qualified proctor _____ Position _____ initials
- They will be present for the entire four hour exam _____ initials
- They will follow the comprehensive exam rules – see below _____ initials
- They will uphold the Brenau Honor Code - see below _____ initials

1- No cell phones or any type of data device.

2- Responsible for your own time.

3- You have from 9:00-1:00.

4- NO TALKING!! I do reserve the right to collect your test and have you exit the testing facility if you are talking with fellow peers during the testing hours.

5- All personal items, other than food or drinks, dictionary or thesaurus are prohibited from being in the testing room.

6- DO NOT write on the exam.

The Brenau Honor Code: I promise to uphold the Brenau University honor code by refraining from every form of dishonesty and cheating in university life, and will strive to create a spirit of honesty and honor. Failure to do so is considered a breach of trust toward the faculty and student body. I accept this commitment as a personal responsibility to refrain from and to report all forms of dishonesty and cheating.

Student Signature _____ This signature verifies that you understand the above rules and will uphold the Brenau Honor Code.

Proctor Signature _____ This signature verifies that you understand the above rules and will uphold the Brenau Honor Code.

If you have any questions, please contact the Chair of Graduate Education, Dr. Rebecca Cooper at rpenwell@brenau.edu

Education Specialist (Ed.S.)

- Early Childhood [Online]
- Middle Grade [Online]

NOTE: *The Education Specialist degree is offered when enrollment is sufficient to begin an online cohort.*

Purpose

The Educational Specialist (Ed.S.) program is designed to develop professional educators who are instructional leaders, curriculum developers, and exemplary teachers.

Teacher Education

The teacher education faculty continuously reviews relevant contemporary research on teaching and effective practice in the preparation of educators. After careful consideration of educational principles, the faculty has identified a conceptual model of teacher education at Brenau University that reflects the dynamic process of decision making necessary for quality instruction and optimal learning. This model permeates all courses and activities of teacher education at the university and is articulated in the vision statement and unit outcomes.

Vision Statement

Education Professionals from Brenau University will take active roles in planning, implementing and evaluating effective teaching practices through reflective decisions relating to *content*, *pedagogy*, and *the learner*.

Unit and Program Outcomes

Please see Appendix__for alignment between Unit Outcomes and Expected Learning Outcomes for the Education Specialist (Ed.S.) program.

Admission Criteria

In addition to any general admission criteria outlined in the graduate admissions section of this catalog, the Ed.S. applicant must have and/or submit:

- Masters degree in an education field from a regionally accredited institution.
- Minimum cumulative grade point average of 3.0.
- Minimum MAT or GRE at the 33rd percentile. No age limit on the score as long as an official score report is submitted.
- Writing sample.
- Three letters of reference.
- Provide verification of three years of successful teaching.

Generally, applicants for the Ed.S. program are expected to meet the stated admissions requirements. However, Brenau may consider an applicant who does not meet [all] stated requirements, but who, in the opinion of the appropriate department, may be a good candidate for admission to the University.

The College of Education reserves the right to add additional requirements regarding courses taken in a master's degree. Educational Research or an equivalent course is a prerequisite to entry to the Ed.S. program. Applicants who have not taken the course may demonstrate knowledge and

skill by completing the Research Proficiency Exam. In addition, candidates may be invited for a personal interview.

Program Format

exclusively online. It is a prescribed program, with no more than 24 students being admitted to each major in each cohort group. All students in a cohort will enter at the same time and proceed through the coursework together. Students choosing to drop or withdraw from any course in the program will be required to join a subsequent cohort to complete their program.

Limitation on Number of Hours of Transfer Credit

Coursework taken at another regionally accredited institution of higher education will be considered for transfer. This credit must match the courses in Brenau's Ed.S. curriculum. A maximum of six hours of work with a grade of B or above will be considered prior to initial enrollment.

III. Electronic Resources

Brenau University's Information Technology (I.T.) department manages academic and administrative technology for all users. The I.T. department offers students hands-on and virtual support through a Help Desk located in the Redwine Technology Center on Brenau's main campus in Gainesville and via the web through the support link on the Intranet <http://intranet.brenau.edu>

Students enrolled in the College of Education are provided with the following electronic resources and are expected to be knowledgeable about and proficient in their use.

- **TigerMail** is the student web-based email provided to students via Google mail. It is your permanent Brenau email address. Email is the official internal means of communication for faculty, staff and students. This means that all students communicate to faculty and staff using their Brenau-issued email address, and faculty and staff communicate with students using their Brenau-issued email address.
- **CampusWeb** is a student resource used for registration, requesting transcripts, viewing grades, and updating personal biographical information.
- **Blackboard** is a web-based classroom environment used for teaching and learning. Each course has a separate Blackboard site. Students can participate in discussions, virtual class chat rooms, complete assessments, and upload course information.
- Education majors must also purchase and use **LiveText** within all Education classes and to prepare an electronic teacher portfolio. The purchase of LiveText is facilitated by the Office Manager in the College of Education, 770-534-6220.

IV. Academic Advisement

Responsibilities of Adviser and Advisee

As graduate students have different advisement needs, students are requested to review the Adviser / Advisee Responsibilities form found in the Appendix.

V. Forms

Signatures required

FORMS	Student	Adviser	Dept Chair	Dean	VPAA	Other
<i>Registration</i>	X	X				
<i>Drop/Add</i>	X	X				
<i>Course Overload</i>	X	X	X	X	X	<i>VPAA if graduate</i>
<i>Graduation</i>	X					
<i>Summer Graduation</i>	X					
<i>Incomplete Grade</i>		X	X			
<i>Change of Grade</i>		X	X			
<i>Change of Major</i>	X		X			
<i>Change of Adviser</i>	X	X	X			<i>new & old adviser</i>
<i>Course Substitution</i>		X	X			

All forms are available in the Education Office in Gainesville, at the Atlanta campuses, and online at the Brenau Intranet or the Registrar's web site. Sample forms are given in the Appendix.

VI. University Policies

University Policies can be found in the current catalog available on the Registrar's website and in the Student Handbook available on the Brenau Intranet under Student Services. The Brenau University Grievance Policy can be found on the Student Services website.

Other COE Issues

When a student wishes to appeal the decision of his or her adviser or a policy or procedure in the COE, the student must attempt first to work out the issue with the adviser. The adviser shall consult the official who oversees the policy or procedure for clarification and direction if needed. If a resolution has not been achieved, the student's appeal may be forwarded to the Teacher Education Committee. Appeals must be made with the knowledge of the adviser (although permission to appeal is not required), and appeals must be submitted in writing to the Teacher Education Committee Chair. The Teacher Education Committee may hear appeals of College of Education policies and procedures, but will not consider appeals of University-wide policies or procedures. The Chair of the Teacher Education Committee shall contact the student in writing as to the decision of the committee. This decision is final.

Grade Appeals. Students must follow the appeal process outlined in the university catalog.

VII. Resources

College of Education graduate student resources are located on the Brenau Intranet.

Academics→*Education*→*LiveText and Portfolios*

Ordering LiveText

LiveText Order Form

Click By Click Directions

Attaching Assignments

Copying Assessments from LiveText

- Creating a Portfolio (Initial Programs)
- Creating a Portfolio (M.Ed. & Ed.S.)
- Lesson Plans
- Portfolio Guidelines, Unit Outcomes, and Portfolio Assessment Rubric
- Portfolio Assessment Rubric
- Portfolio Guidelines Initial (Baccalaureate and M.A.T.)
- Portfolio Guidelines M.Ed. and Ed.S.
- Unit Outcomes Initial
- Unit Outcomes M.A.T.
- Unit Outcomes M.Ed. and Ed.S.

Academics*→*Education*→*Faculty Materials

- Livertext Click By Click Directions for Faculty
- Exporting and Importing Blackboard Sites
- Reviewing Student Work

Brenau College of Education Web Site

Support Services are available to provide student assistance in several academic areas. All services are available both online and in person on the Gainesville campus.

Writing Center (Gainesville)

Curriculum & Textbook Laboratory (Trustee Library, Gainesville)

Located in Room 114 of the Trustee Library, the laboratory provides a variety of literature and manipulatives for student use.

Trustee Library (Gainesville)

Help Desk (Instructional Technology)

For all IT related problems (Blackboard, CampusWeb, TigerMail), students may contact the help desk via email helpdesk@brenau.edu or by telephone at 770-538-4774.

APPENDICES

I	Course Prerequisite List
II	Adviser / Advisee Responsibilities – graduate

APPENDIX 1

Course Prerequisites: A student must pass a prerequisite course with a grade no lower than a "C" to be eligible to take the subsequent course.

	Course	Prerequisite
	ED 608 Literacy Methods and Materials	ED 607
	ED 614 Content Applications	ED 612
	ED 619 Assessments for Literacy Instruction	ED 608 or ED 609
	ED 645 Content Methods ECE	ED 612

APPENDIX II**ADVISER / ADVISEE RESPONSIBILITIES (graduate)****Adviser Responsibilities**

You can expect your adviser to:

- Understand and effectively communicate the curriculum, and graduation requirements, Encourage and guide you as you define and develop realistic goals
- Encourage and support you as you gain the skills to develop clear and attainable educational plans
- Provide you with information about and strategies for utilizing the available resources and services on campus
- Monitor and accurately document your progress toward meeting your goals
- Be assessable for meeting with you via office hours, telephone, and e-mail
- Assist you in gaining decision making skills and skills in assuming responsibility for your educational plans and achievements
- Maintain confidentiality

Advisee Responsibilities

As an advisee, you have clear responsibilities in the advising partnership in order to be successful:

- Make regular contact with your adviser during each semester regarding courses for which you have registered
- Register for courses within the timeframe established by the Registrar's office and notify your adviser of the courses on your schedule via email
- Register only for courses listed on your program plan and do not deviate from this plan without express permission from your adviser in advance
- Follow the prescribed directions for preparing and submitting your teacher education portfolio
- Be an active learner by participating fully in the advising experience
- Ask questions if you do not understand an issue or have a specific concern
- Keep a personal record of your progress toward meeting your goals – keep your program plan up-to-date
- Organize official documents in a way that enables you to access them when needed
- Complete all assignments or recommendations from your adviser
- Become knowledgeable about college programs, policies, and procedures
- Accept responsibility for decisions
- Check your email regularly

Colleges and universities respect their students' maturity, and as a student, you are responsible for your academic and personal decisions. At minimum, Brenau University requires you to review your plans with your adviser before each registration period. But there is much to gain from more frequent and extensive conversations with your own adviser and with others who can help and support you in your academic and personal planning. Comfort in seeking and accepting information and advice is a mark of the maturity universities hope to foster in their students and a trait which graduate and professional schools and employers seek in recent graduates.

All students can expect that their advisers will be familiar with the program plans and, for major advising, departmental requirements, as well as University resources. In addition, advisers will be reasonably available for appointments and will respond promptly to email or phone messages. They can expect advisers to be forthcoming in addressing any academic issues or problems which arise and in pointing out the potential consequences of particular decisions. Students sometimes find such forthrightness uncomfortable, but candid conversations are a hallmark of advising relationships grounded in mutual respect. They are entirely consistent with the expectation that in all discussions, advisers will do their best to make students aware of the options before them and then will respect each student's rights and responsibility to make his or her own academic and personal choices and to accept the consequences of those choices.

Students often ask advisers to recommend particular courses or to volunteer opinions about which class or course section is "better than" another. Conscientious and ethical advisers will always decline to make such recommendations. Each University course is a different experience for every student who enrolls in it, and course structures and assignments change markedly from year to year. Successful students learn to respect themselves enough to test out their own interests and preferences by meeting with course instructors, looking at course web sites and assigned readings, and by reading carefully the syllabus for any course they are considering. Advisers can help by pointing out how students can assemble information to make informed choices, but in the end, the student – not the adviser – decides on an academic program within the broad guidelines set by the University's academic rules.

ECE M.ED.

Unit Outcomes	ECE M. ED Program Outcomes	NBPTS
<p>1. Content & Curriculum Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels. (INTASC 1)</p>	<p>2. Apply theories, pedagogy, concepts and principles of effective practices in teaching and learning across disciplines. (NBPTS 2; PSC 1, NAEYC 4b, 4C; ACEI 2)</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p>
<p>2. Knowledge of Students & Their Learning Teachers support the intellectual, social, physical, and personal development of all students. (INTASC 2,3,10)</p>	<p>4, Utilize advanced knowledge of the unique characteristics of the learner to create a positive learning environment using a variety of approaches to accommodate the needs of diverse learners. (NBPTS 1, 3, 5, 7; NAEYC 1; ACEI 1)</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</p>
<p>3. Learning Environments Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3,5,6,10)</p>	<p>3. Develop and implement objectives, procedures, teaching strategies and assessments appropriate for instructional levels, interests, and needs of diverse learners at an advanced level. (NBPTS 1, 3; NAEYC 3. ACEI 3, 4)</p> <p>4, Utilize advanced knowledge of the unique characteristics of the learner to create a positive learning environment using a variety of approaches to accommodate the needs of diverse learners. (NBPTS 1, 3, 5, 7; NAEYC 1; ACEI 1)</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. Proposition 5: Teachers are Members of Learning Communities.</p>
<p>4. Assessment</p>	<p>6. Demonstrate effective curriculum</p>	<p>Proposition 3: Teachers are Responsible for</p>

<p>Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners. (INTASC 2,8)</p>	<p>assessment strategies that maximize the learning of all students. (NBPTS 1, 2, 3, & 4)</p>	<p>Managing and Monitoring Student Learning.</p>
<p>5. Planning & Instruction Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment (INTASC 7,2,4,5,)</p>	<p>3. Develop and implement objectives, procedures, teaching strategies and assessments appropriate for instructional levels, interests, and needs of diverse learners at an advanced level. (NBPTS 1, 3; NAEYC 3. ACEI 3, 4)</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</p> <p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p>
<p>6. Professionalism Teachers recognize, participate in, and contribute to teaching as a profession. (INTASC 8,9,10)</p>	<p>1. Evaluate professional decisions made in collaboration with students, families and other professionals based on an established professional philosophy of education. (NBPTS 4, 5; NAEYC 1, 2, 5; ACEI 5)</p> <p>5. Apply research skills necessary to be intelligent users of educational research for the improvement of student learning. (NBPTS 4)</p>	<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p>

Unit Outcomes	Middle Grades M. ED Program Outcomes	NBPTS
<p>1. Content & Curriculum Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels. (INTASC 1)</p>	<p>3. Demonstrate depth of interdisciplinary knowledge of content and related standards for application and delivery at the middle school level. (NBPTS 2, 4; NMSA 1)</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p>
<p>2. Knowledge of Students & Their Learning Teachers support the intellectual, social, physical, and personal development of all students. (INTASC 2,3,10)</p>	<p>1. Use knowledge of the interrelationships among the theories regarding the physical, social, emotional, intellectual and moral development of the adolescent for teaching and learning. (INTASC 2, 3 NMSA 1)</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</p>
<p>3. Learning Environments Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3,5,6,10)</p>	<p>3. Plan and implement instruction that reflects an interdisciplinary curriculum as well as the diversity in all adolescents. (NBPTS 1, 3, & 5; NMSA 3 & 4)</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. Proposition 5: Teachers are Members of Learning Communities.</p>
<p>4. Assessment Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners. (INTASC 2,8)</p>	<p>5. Develop informal performance assessments and use the results of formal and informal assessments that effectively measure student mastery of the curriculum. (NBPTS 3; NMSA 3)</p>	<p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>

<p>5. Planning & Instruction Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment (INTASC 7,2,4,5,)</p>	<p>2. Plan a variety of teaching strategies that are developmentally responsive to the adolescent including the teaching of concepts, inquiry, problem solving and collaboration. (NBPTS 2, 3; NMSA 4 & 5)</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</p>
<p>6. Professionalism Teachers recognize, participate in, and contribute to teaching as a profession. (INTASC 8,9,10)</p>	<p>6. Apply research skills necessary to be intelligent users of educational research to enhance curriculum and programs for all adolescents.</p>	<p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p> <p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p>

Unit Outcomes	ECE ED. Specialist Program Outcomes	NBPTS
<p>1. Content & Curriculum Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels. (INTASC 1)</p>	<p>2. Exhibit exemplary teaching practices, innovative projects, assignments and effective assessments across disciplines. (NBPTS 2, 4)</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p>
<p>2. Knowledge of Students & Their Learning Teachers support the intellectual, social, physical, and personal development of all students. (INTASC 2,3,10)</p>	<p>4. Utilize knowledge of the unique characteristics of the learner to create a positive learning environment using a variety of approaches to accommodate the needs of diverse learners at an exemplary level. (NBPTS 1, 2, 3, 5)</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</p>
<p>3. Learning Environments Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3,5,6,10)</p>	<p>2. Develop and implement objectives, procedures, teaching strategies and assessments appropriate for instructional levels, interests, and needs of diverse learners at an exemplary level. (NPBTS 1, 3, 5) 4. Utilize knowledge of the unique characteristics of the learner to create a positive learning environment using a variety of approaches to accommodate the needs of diverse learners at an exemplary level. (NBPTS 1, 2, 3 5)</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. Proposition 5: Teachers are Members of Learning Communities.</p>
<p>4. Assessment Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners. (INTASC 2,8)</p>	<p>6. Collect and analyze the data from informal and formal assessments for the improvement of student learning. (3)</p>	<p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>
<p>5. Planning & Instruction Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment</p>	<p>2. Exhibit exemplary teaching practices, innovative projects, assignments and effective assessments across disciplines. (NBPTS 2, 3)</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>

(INTASC 7,2,4,5,)		Proposition 5: Teachers are Members of Learning Communities.
6. Professionalism Teachers recognize, participate in, and contribute to teaching as a profession. (INTASC 8,9,10)	<ol style="list-style-type: none"> Engage in decision making processes as teacher leaders within the learning community in collaboration with students, families and other stakeholders. (NBPTS 4, 5; Practice research skills necessary to be intelligent users of educational research for the improvement of student learning. (NBPTS 5) 	<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p>

Unit Outcomes	MG ED. Specialist Program Outcomes	NBPTS
1. Content & Curriculum Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels. (INTASC 1)	3. Connect curriculum and assessment to the needs, interests, and experiences of all adolescents by implementing an interdisciplinary curriculum that is relevant to the middle level learner. (NPBTS 2, 4)	Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience
2. Knowledge of Students & Their Learning Teachers support the intellectual, social, physical, and personal development of all students. (INTASC 2,3,10)	1. Research and effectively address all developmental characteristics of the adolescent learner in the development of curriculum and programs at the middle level. (NBPTS 1, 2)	Proposition 1: Teachers are Committed to Students and Their Learning Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
3. Learning Environments Teachers create learning environments that encourage positive social interaction, active	3 Connect curriculum and assessment to the needs, interests, and experiences of all adolescents by implementing an interdisciplinary curriculum that is relevant to the middle level learner. (1, 3, 5)	Proposition 1: Teachers are Committed to Students and Their Learning Proposition 3: Teachers are Responsible for

<p>engagement in learning, and self-motivation. (INTASC 3,5,6,10)</p>		<p>Managing and Monitoring Student Learning. Proposition 5: Teachers are Members of Learning Communities.</p>
<p>4. Assessment Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners. (INTASC 2,8)</p>	<p>5. Collect and analyze the data from informal and formal assessments for the improvement of student learning. (NBPTS 3,)</p>	<p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>
<p>5. Planning & Instruction Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment (INTASC 7,2,4,5,)</p>	<p>2. Implement effective content specific teaching strategies that include inquiry, problem solving and communication that will engage all adolescents incorporating their ideas, interests, and experiences. (NBPTS, 2, 3, 5)</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. Proposition 5: Teachers are Members of Learning Communities.</p>
<p>6. Professionalism Teachers recognize, participate in, and contribute to teaching as a profession. (INTASC 8,9,10)</p>	<p>4. Apply philosophical foundations of middle level education in leadership roles within their schools and communities and ways to use their experiences to improve student learning (NBPTS 4, 5) 6. Practice research skills necessary to be intelligent users of educational research and application of research to enhance curriculum and programs for all adolescents. (NBPTS 4, 5)</p>	<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience Proposition 5: Teachers are Members of Learning Communities.</p>

Unit Outcomes	Expected Learning Outcomes for M. ED SE	NBPTS
<p>1. Content & Curriculum Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels. (INTASC 1)</p>	<p>1. Apply knowledge of human development, diversity, learning theories, and evidence-based strategies to set meaningful goals, deliver appropriate services and supports for their students and insure access to learning environments that are conducive to the learning of all. (NBPTS 2, 4)</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p>
<p>2. Knowledge of Students & Their Learning Teachers support the intellectual, social, physical, and personal development of all students. (2,3,10)</p>	<p>2. Apply knowledge of the philosophical, historical and legal foundations of special education and evaluate research to establish curricular goals, design instruction, and facilitate student learning in collaborative and inclusive environments. (NBPTS 1, 2)</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</p>
<p>3. Learning Environments Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3,5,6,10)</p>	<p>4. Collaborate with parents, guardians, colleagues, and others to improve the educational outcomes of students with disabilities. (NBPTS 1, 3, 5)</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. Proposition 5: Teachers are Members of Learning Communities.</p>
<p>4. Assessment Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners. (INTASC 2,8)</p>	<p>5. Design and select a variety of assessment strategies to obtain information about student learning and development and effectively communicate the results to all stake-holders. (NBPTS 3)</p>	<p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>
<p>5. Planning & Instruction Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment (INTASC</p>	<p>3. Advance student learning by providing meaningful instruction, multiple paths to knowledge, and cultivate a sense of efficacy and independence as their students learn constructively and collaboratively among</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</p>

<p>7,2,4,5,)</p>	<p>others. (NBPTS 2, 3, 5)</p>	<p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p>
<p>6. Professionalism Teachers recognize, participate in, and contribute to teaching as a profession. (INTASC 8,9,10)</p>	<p>6. Apply research skills necessary to be intelligent users of educational research to enhance services and supports for students with disabilities (NBPTS 4, 5)</p>	<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p>