

**CANNON-CLARY COLLEGE OF EDUCATION
HARDING UNIVERSITY**

Vision and Mission: The vision of the Cannon-Clary College of Education embodies all that God would have us to be as Christians engaged in touching the lives of people. We see ourselves and our task as part of a larger mission to change lives of people through learning and serving. To this end, the mission of the Cannon-Clary College of Education is to equip and sustain reflective, life-long learners who are competent, confident, compassionate, and courageous professionals, who, in turn, will inspire and enable those they serve.

**EDFD 644–Pre-Candidacy towards National Board for Professional Teaching Standards
Summer/Fall 2011**

**Dr. Clara Carroll, National Board Certified Teacher, Assistant Dean of Graduate Studies,
Associate Professor, Director of Advanced Studies in Teaching and Learning**

**Thornton Education Center 126
501-279-4501 or 501-279-5150**

**ccarroll@harding.edu
www.harding.edu/ccarroll**

Required Text:

- **National Board for Professional Teaching Standards Box (to be received by NBPTS at a later date)**
- **The Teacher’s Guide to National Board Certification by Adrienne Mack-Kirschner**
- **The NBC Workbook, 2nd edition by Adrienne Mack-Kirschner**
- **Navigating the NBC process by Martha Hopkins**
- **So, you want to become a National Board Certified Teacher? By Jerry L. Parks**
- **So, you want to become a National Board Certified Teacher: Workbook & Evidence Manual By Jerry L. Parks**

Recommended Text:

- **Appointment book**
- **Journal**

SYLLABI INFORMATION

“This course adheres to university guidelines regarding workload requirements per credit hour.”

ATTENDANCE POLICY

The very nature and depth of graduate studies mandate students’ attendance at all class meetings. Each student’s attendance is essential for the success of the entire class as well as the success of the student. True exchange of graduate level academic ideas and thoughts can only be achieved with everyone present. This would include all students arriving on time and not leaving class early. Students should **not** enroll in a class if they have prior knowledge of the need to be absent.

Each class meeting comprises one-fifth of the entire course. Absences over four (4) hours, regardless of the reason, will be referred to the program director. Do not petition the course instructor for special consideration. They have been instructed to make this referral.

GRADUATE STUDENTS should be aware that this course might be included in the written comprehensive examination that is required to complete your master's degree.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

Academic Integrity: The goal of academic integrity is to achieve the highest level of integrity without need to invoke procedures or sanctions.

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

CORE PROPOSITIONS OF THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to their students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

NATIONAL BOARD'S MISSION: is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools.

COURSE ASSIGNMENTS:

1. Submit one written documented accomplishment entry for review as assigned.
2. Development and submission of a **portfolio** using the specifications given in the National Board Certification portfolio instructions and materials developed by the National Board for Professional Teaching Standards. The portfolio is completed in the classroom and includes student work, videotapes and other teaching artifacts. The videos and student work are supported by commentaries on the goals and purposes of instruction, reflections on what occurred, the effectiveness of the practice, and the rationale for the teacher's professional judgment. A minimum of five months and/or up to 400 hours is expected from the time of receiving the portfolio directions from NBPTS and the deadline for submitting the entries. The portfolio will reflect the NBPTS standards and evidence of the teacher's level of accomplishment.

3. The **assessment process** consists of assessment exercises that are focused on a candidate's content knowledge. Candidates will respond to exercises that may be based on advance stimulus materials, onscreen stimulus materials or on-site stimulus materials. The assessment exercises are designed to complement the portfolio and are organized around challenging teaching issues. The assessment exercises are computer-administered during the spring and summer months at testing centers located in the state.
4. Each portfolio entry and assessment exercise contains a section that articulates the **criteria** by which the entry or exercise will be scored.
5. Each National Board applicant will **attend every class meeting** and be prepared to participate in each support service provided by this course in order to prepare for National Board Certification.
6. Notify instructor or nationalboard@harding.edu upon successfully becoming a National Board Certified Teacher.
7. The NBPTS in content specific areas, such as mathematics, science, English, fine arts, ... will make application of all standards within the portfolio writing and assessment. In order to have a better knowledge base of these content specific standards, a checklist/questionnaire will be generated by each participant and a copy will be submitted at the discretion of the professor. **Due at the September class meeting.**
8. Reflection journal.
9. Each participant will submit an Analysis of Student Learning. **Due at the September class meeting.** See example attached to syllabus.
10. Submit a Conference Call for Proposal to a local, state, regional and/or national conference for you (this may be submitted as a group) to make a presentation regarding a teacher initiative in your expertise area (or National Board related). **Copy of Conference Call for Proposal due at the September class meeting.**
11. Any other assignments given in class.

Other Recommended Materials:

1. Flash/Thumb drive
2. Hi-Liter
3. Post-it notes

ASSESSMENT

Class Attendance, participation, reflective journal	32%
Submission of portfolio to NBPTS	16%
Completion of NBPTS assessment center	16%
NBPTS Standards Checklist/Questionnaire	10%
Comparison of Analysis of Student Achievement	10%
Submission of Conference Call for Proposal	16%
Total	100%

Analysis of Student Achievement Assignment

In order to provide evidence of their expertise, National Board candidates collect data from multiple sources to provide evidence that students have learned as a result of their teaching. For example, when a unit of instruction is begun, National Board candidates administer a pretest followed by a posttest at the end of the unit. After matching the scores, National Board candidates remove students' names from the lists. The National Board candidate analyzes the gains and writes a brief reflection. For performance tasks, National Board candidates record how students were assessed on each aspect of the task and numbers of students meeting each criterion. The National Board candidate analyzes student performances and writes a brief reflection.

Harding University Cannon-Clary College of Education Analysis of Student Learning

		Criteria			Points
		Below Basic 1	Basic 2	Proficient 3	Advanced 4
Evidence of Student Learning	The teacher states that learning is occurring but is not able to provide documentation of the learning. Even anecdotal examples are minimal.	The teacher documents evidence of student learning mainly using anecdotal reporting and can cite no pretest/post-test or standardized assessments.	The teacher has documented student learning with some valid assessments some of which may be anecdotal. The process appears to be fair and consistent.	The teacher has documented, with valid assessments and artifacts, that students have learned. The evaluation process is appropriate to the learning goal and the needs of the students. The assessments may include pretest/posttest, documentation from standardized tests, samples of student work, checklists, anecdotal records, etc.	----
				Total----→	----

Evaluator Comments:

Example

Analysis of Student Achievement project – Due at the September class meeting:

Introduction: I taught a one-week unit on the digestive system to my fourth-graders. I gave the pretest on Monday and the posttest on Friday. Here are the scores:

Student	Pretest	Posttest	Gain (Loss)	Comment
1	45	80	35	
2	41	70	29	
3	25	85	60	
4	33	90	57	
5	19	80	61	
6	30	80	50	
7	40	95	55	
8	45	100	55	
9	35	90	55	
10	29	80	51	
11	25	80	55	
12	20	80	60	
13	35	85	50	
14	33	30	(3)	
15	40	90	50	
16	45	90	45	
17	35	85	50	
18	25	75	50	
19	19	75	56	

ANALYSIS/REFLECTION: Almost all the students made large gains in learning about the digestive system. Student 2 was ill the day of the posttest, or he would have shown more gains in learning. Student 14 has ODD and was unwilling to complete the posttest. On the whole, I am pleased with the scores, and I would use many of the same activities next time I teach the unit. The students were highly motivated during the learning due to the extensive teacher modeling and student participation.

INCLUDE INFORMATION USED FROM EDFD 644 DURING THIS LESSON: I used information from the Understanding by Design book in the teaching of the digestive system, especially in regards to

Harding University
Graduate School of Education

M.ED. Advanced Studies in Teaching and Learning – Curriculum Plan

Prerequisite: Must hold a teaching license and have one or more years of teaching or education-related experience.

FALL SEMESTER

- _____ EDFD 609 Technical/Grant Writing (3) *Fall*
- _____ EDFD 644 Pre-Candidacy towards National Board for Profession Teaching Standards (3) *Fall*
- _____ EDFD 652 Research Methods (3) *Fall, Spring, Summer*
- _____ EDT 620 Instructional Application of Technology (3) *Fall*

SPRING SEMESTER

- _____ EDFD 646 National Board for Professional Teaching Standards (3) *Spring*
- _____ EDFD 647 Data-Driven Evaluation for School Improvement (3) *Spring*
- _____ EDT 621 Advanced Instructional Application of Technology (3) *Spring*
- _____ SPED 622 Assessment of Children with Exceptionalities (online) (3) *Spring, Summer*

SUMMER

- _____ EDFD 637 Foundations in P-12 Curriculum (online) (3) *Spring, Summer*
- _____ EDT 630 Issues & Applications of Educational Technology (3) *Spring* of even years or *Summer* of odd years

OR

- _____ EDT 631 Creating Educational Technology Systems (3) *Spring* of odd years or *Summer* of even years
- _____ Elective (3)

LAST SEMESTER: Comprehensive Exam

TOTAL = 33 hours + 2 hours of Bible credit (EDL 649)

- _____ EDL 649 Christian Ethics in Education (2) *Fall, Spring, Summer*
- _____ EDT 600 - *Chalk and Wire e-portfolio*

Fall	Spring	Summer
Fall	Spring	Summer

Date	Chair of Graduate Studies	Student
Fall 2009		

**EDFD 644 – Pre-Candidacy towards National Board for Professional Teaching Standards
Topical Outline**

Day 1 – NBPTS Overview

1. Five Core Propositions Overview
2. Core Proposition 1 in Detail
3. Descriptive, Analytical and Reflective Writing – The Writing Process
4. Analysis of Scoring Guide
5. Contextual Information/Instructional Context
6. Candidate Profile-Analysis of Student Achievement: Part I

Day 2 –

1. Core Proposition 2
2. Personal Inventory of Content Knowledge
3. Bloom's Taxonomy
4. Portfolio Instructions
5. Writing about Teaching
6. Core Proposition 3
7. Analysis of Student Achievement
8. Candidate Profile-Professional Development and Student Achievement: Part II

Day 3 –

1. Reflective Proofing of Writing
2. Core Proposition 4
3. Core Proposition 5
4. Effective Teaching Strategies
5. Scoring
6. Preparing for the Assessment Center

Day 4 –

1. Student Work-Based Entries – What you must absolutely do
2. Studying the Standards
3. Working a plan for the portfolio entries
4. Analysis of Student Work
5. Double-entry Journaling for reflective and analytical teaching
6. Documented Accomplishments portfolio requirements

Summer Homework-online submission with Moodle

1. Review NBPTS core content subject areas for Entry 1, 2, 3
2. Begin videotaping, analyzing teacher practices and impact on student achievement
3. Analysis of NBPTS Certificate Subject Area Standards
4. Using Descriptive, Analysis, and Reflection to write entry 4 rough draft
5. Analysis of Student achievement – pre and post analysis

Day 5 –

1. Dr. Jerry Parks, NBCT, national speaker
2. Moodle information
3. Personal Inventory
4. NBPTS deadlines, calendar, scoring
5. NBPTS Ethics – test security story
6. Review of CPS within groups of like certificate areas
7. Contextual Information for entries
8. Entry 4 Assessor notes
9. Peer feedback for Entry 4 – using portfolio questions