

Graduate Handbook



Bluefield College School of Education

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FOREWORD

This handbook serves as a guide in outlining policies, procedures, and guidelines used in the School of Education at Bluefield College. The Teacher Education Program at Bluefield College is designed to prepare competent, caring, and qualified teachers who are reflective practitioners. Accreditation was granted by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from December 11, 2009 to December 11, 2016. This accreditation certifies that the forenamed undergraduate professional education program has provided evidence that the program adheres to TEAC's quality principles.

Bluefield College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bluefield College.

All licensure programs in the undergraduate Teacher Education Program have been reviewed by the Virginia Department of Education (VDOE), realigned to the course competency matrices, and were given re-approval by the VDOE on November 17, 2011. Actions by the General Assembly of Virginia, the Virginia State Board of Education, the Virginia Department of Education, or Bluefield College may dictate changes in teacher education policies and regulations. Please keep in close contact with your advisor in the School of Education to become aware of any changes.

While currently not a licensure program, the graduate program in education began in August, 2013. Licensed teachers, qualified individuals with teaching positions in other careers who desire a master's degree to advance professional goals, and senior level undergraduate students who meet the required criteria may enroll in the Master of Arts in Education (MAEd) degree program which emphasizes research that enhances teaching/learning.

If there are questions that are not addressed in this handbook, please bring them to our attention.

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INTRODUCTION and PHILOSOPHY

The Teacher Education Program has a long history at Bluefield College graduating highly qualified teachers since 1979. Bluefield graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

Teacher education is a vital part of Bluefield College and supports the mission of the College:

Bluefield College is a Christ-centered liberal arts college in covenant with the Baptist General Association of Virginia. We offer a challenging academic experience within a diverse Christian environment. Our academic and co-curricular programs transform students' lives by integrating liberal arts with career-oriented studies and service to God and the global community. We are committed to graduating students who think critically, communicate effectively, and adapt readily to a changing world. (Retrieved June 30, 2010 from www.bluefield.edu)

Undergraduate Teacher Education

The undergraduate Teacher Education Program works within a conceptual framework of preparing *competent, caring, and qualified* teachers to be reflective practitioners and is built on a foundation of subject matter knowledge, pedagogical knowledge, and caring teaching skills. Strands of technology and diversity permeate the core areas, and all aspects of the program culminate in meeting licensure requirements. Students in the Teacher Education Program major in a liberal arts or science area and receive either the Bachelor of Arts or Bachelor of Science degree. Students in the Teacher Education Program major in a liberal arts or science area and receive either the Bachelor of Arts or Bachelor of Science degree.

Field experiences in public schools and professional education courses are woven throughout the undergraduate experience. In addition to providing valuable opportunities for students to apply theories presented in the college classroom and to engage in continuous reflection in their approach to teaching, students begin to form a teaching identity as they pursue content knowledge in their major courses. Through field experiences in local public schools and through pedagogical coursework, students apply educational theories and instructional strategies as they interact with diverse student populations.

Because we have a low faculty-student ratio and caring professors, we are able to establish a learning community that understands and values all individuals whose differing life experiences provide a rich background for learning. As the art of teaching and collegiality is modeled in courses by the professors and the students, the students translate those skills into their own teaching identity. The learning community extends beyond commencement as the graduates of our program seek our help in job placement, graduate school choice, and other professional decisions.

The cooperative involvement of the total college faculty and public school practitioners is built into the planning, administering, and evaluation of the Teacher Education Program. Students who have been admitted to the program are evaluated continuously in order to maintain eligibility for the program and to assure that teacher candidates who exit the program meet the highest standards.

Bluefield College's Teacher Education Program is nationally accredited through the Teacher Education Accreditation Council. The teacher education programs have been aligned with the Virginia *Standards of Learning* (SOLs) and have been reviewed and approved by the Bluefield College liberal arts and sciences faculty. The programs have been reviewed and approved by the Virginia State Board of Education.

Bluefield College offers bachelor's degrees with teacher licensure in the following endorsement areas:

Bachelor of Science

Career and Technical Education: Business Information Technology 6-12

Health and Physical Education preK-12

Mathematics 6-12

Science-Biology 6-12

Science-Chemistry 6-12

Bachelor of Science in Interdisciplinary Studies

Elementary Education preK-6

Special Education: General Curriculum K-12

Bachelor of Arts

Music Education—Vocal/Choral preK-12

Music Education—Instrumental preK-12

Visual Arts preK-12

English 6-12

History and Social Sciences 6-12

Add-on endorsements are available in the following areas:

Journalism

Mathematics-Algebra I

Speech Communication

Special Education: General Curriculum K-12

Information relative to the required courses for each of the teaching areas can be found in the School of Education and on the Bluefield College website. **Through advising sessions and course assignments, students learn that licensure requirements exceed graduation requirements.**

Graduate Education Program

Following the national accreditation of the program through the Teacher Education Accreditation Council (TEAC) in 2009, the goal to provide a graduate degree in teaching excellence began to take shape to serve not only our graduates, but teachers around the region and beyond. As stated previously, (p.4) the overall aim of the Teacher Education Program at Bluefield College at the undergraduate level is to prepare *competent, caring, and qualified* teachers who are reflective practitioners with goals of **Reflective Practice, Subject Matter Knowledge, Pedagogical Knowledge, Caring Teaching Skills, Diversity, Technology, and Licensure**. Those aims would continue for the Bluefield College Master of Arts in Education except for "licensure". Initially, students in a graduate program at Bluefield College would hold a teaching license or credentials for teaching specific to their career, so the licensure goal would be replaced by **Leadership** and **Research**. At the graduate level, analyzing research studies and conducting original research would form the basis for a deeper experienced-based understanding and application of the goals as they apply to excellence in teaching and learning.

CONCEPTUAL FRAMEWORK

The Teacher as a Reflective Practitioner

The Reflective Teaching Model is the basis for the conceptual framework of the Bluefield College Teacher Education Program. This framework is supported by three knowledge bases:

- ❖ Subject Matter Knowledge (Undergraduate)
- ❖ Pedagogical Knowledge
- ❖ Caring Teaching Skills

In all courses, emphasis is placed on the following in order to develop an educator who is a reflective practitioner:

- Technology
- Diversity
- Licensure (Undergraduate)
- Research (Graduate)
- Leadership (Graduate)



ORGANIZATION AND GOALS OF THE SCHOOL OF EDUCATION

Bluefield College began its move to become a four-year institution in the mid-1970s and granted its first bachelor's degrees in 1977. The Teacher Education Program that was developed in the mid-1970's has been an integral part of the College's programs since that time. The Graduate Program in Education builds upon the foundation of quality teacher education established at Bluefield College.

The Master of Arts in Education program functions as a part of the School of Education at Bluefield College. The Dean of the School of Education serves on the Academic Council along with the Vice President for Academic Affairs (chairman), the Deans of the School of Nursing, the Dean of the School of Dental Medicine, the College of Arts and Letters, College of Professional Programs, and College of Sciences, the Faculty President, the Registrar, the Director of the Library, and the Director of General Education. The Academic Council considers recommendations from the schools and colleges, makes recommendations to the faculty, and serves as an advisory body to assist the Vice President for Academic Affairs in guiding the academic life of the university. This arrangement helps to foster cooperation between the School of Education and other academic disciplines.

As stated above, the overall aim of the School of Education is to prepare *competent, caring, and qualified* teachers who are reflective practitioners; that aim links to the following goals:

- **Reflective Practice**, seeking to continually improve as a teacher and as a reflective learner.
- **(Undergraduate) Subject Matter Knowledge**, a deep understanding of one or more content area specialties.
- **Pedagogical Knowledge**, a deep understanding of the teaching/learning processes related to effectively teaching content to a variety of learners.
- **Caring Teaching Skills**, applying pedagogical knowledge and skills in a caring and professional manner to help all students reach their optimal educational goals.
- **Diversity**, using the knowledge of the rich diversity among people in terms of gender, race, socioeconomic status, ethnicity, culture, abilities, and individual differences, to provide educational opportunities for all students.
- **Technology**, skill in using the wide array of technological tools for teaching, communicating, and lifelong learning.
- **(Undergraduate) Licensure**, completing the requirements to obtain a *Collegiate Professional License* for Virginia in one or more endorsement areas.
- **(Graduate) Research**, identifying, locating, analyzing, applying, and presenting research literature as well as original research studies that ultimately improves student learning.
- **(Graduate) Leadership skills**, identifying areas of need, seeking solutions, and actively participating in strategies and programs that positively impact student achievement and behavior.

The education philosophy further supports the college vision to prepare innovative transformational leaders to impact the world. One component of the education program philosophy states that learning is a dynamic, interactive, on-going educational process that results in a change in values, attitudes, ideas, and behaviors. Learning transpires through experience, shared and individual reflection, and focused research. The MAEd curriculum, offered in context of the program philosophy and mission, coupled with online delivery allows the college to realize our mission of transforming the lives of those students who may otherwise be unable to obtain a master's degree by traditional course delivery because of work and family responsibilities, as well as geographical location (e.g. rural Appalachian).

Admission Requirements for the MAEd Program

Admission to the MAEd program will be competitive and limited to candidates capable of performing on the graduate level. Applicants must have the following:

- A bachelor's degree from a regionally accredited institution of higher education.
- A grade point average of 2.75 or higher in all college work.
 - Official transcripts for all undergraduate and graduate courses (except for those taken at Bluefield College) must be provided.
 - Students whose grade point average is between 2.5 and 2.75 may be considered if the student provides compelling evidence that he/she can be successful in a graduate-level program.
- A valid professional teaching license.
 - A copy of the professional license must be provided.
 - Prospective students who do not have a valid teaching license, but who have the credentials for teaching in their chosen career, may be considered if the graduate coursework is mutually determined to be beneficial to their performance in that career.
 - Prospective students who wish to take courses in the program to renew their teaching license should provide a copy of their expired license.
- Test results from either the Graduate Record Examination (GRE) general test or the Miller Analogies with a score at or above the 50th percentile.*
 - A copy of the scores must be provided.
 - If a student's score is below the 50th percentile the student may be admitted provisionally. The student will be fully admitted, provided all requirements have been met and after completing 6 hours of coursework with a minimum GPA of 2.75.
- Two letters of recommendation, both from individuals who have observed the applicant in a classroom or professional setting or have knowledge of their work ethic, academic abilities, and teaching proficiency.
- *Pre-Self-Assessment of Professional Temperament and Performance* completed.
- A completed Master of Arts in Education Application for Admission.

*Individuals who have completed a master's degree from an accredited institution of higher education are exempt from taking/submitting GRE/MAT scores.

Provisional Admission to the Program

For consideration of provisional admission, an individual may apply to the graduate program and take six (6) credit-hours of courses before all requirements are met. However, application and fee, transcripts, and letters of reference are necessary for provisional acceptance. Failure to complete all admission requirements after six (6) hours of coursework will result in administrative withdrawal from additional courses or credit may not be applied toward graduation in the degree program. Once all admission requirements are met, the student will receive a letter of unconditional acceptance to the Master of Arts in Education program and can then continue coursework.

Opportunities to Take Graduate Courses While an Undergraduate

Undergraduate students who are seniors in the Teacher Education Program may be granted permission to take graduate classes in the Master of Arts in Education program provided there are available seats in the course and provided that they meet the following requirements:

- Senior level status in the semester before student teaching or in student teaching
- Course load of 12-15 hours in the semester
- Overall grade point average of 3.75
- Successful completion of all required teacher license assessments
- Two references from faculty on file
- Completion of the Master of Arts in Education Undergraduate Application for Admission
- GRE/MAT may be waived for undergraduate students who have successfully completed 6-9 BC graduate credit hours with a minimum GPA of 3.00.

If there are more eligible undergraduate students for the graduate program than there are available seats, eligible students will be ranked according to GPA, completion of assessments, additional endorsements, and academic minors.

Academic Standing for the MAEd Program

In line with the academic policies of Bluefield College, satisfactory academic standing for the MAEd program will be determined by completion of three graduate semester hours per term with no grade below a C. Students must maintain a minimum grade point average of 2.75 on a 4 point scale. If a student's GPA falls below 2.75 at the end of any semester, the student will not be allowed to continue in the program. In order to continue in the program, students must petition the Vice President of Academic Affairs, who will convene an ad-hoc committee to decide the student's status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the Dean of the School of Education. Grading, grade appeals and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield College Catalog.

Transfer Credits

Up to six hours of transfer credit from a regionally accredited institution may be counted as credit toward the Master of Arts in Education. In order to receive transfer credit, the student must submit an official transcript, and if requested, a course syllabus and/or course description. All transfer credit is subject to approval by the Dean of the School of Education. The School of Education and Bluefield College reserve the right to evaluate all transfer credit in terms of its institutional standards. A minimum of a B (3.00) is required for all transfer work.

Graduation Requirements for the MAEd Program

The graduation requirements for the MAEd program include the completion of 30 required graduate hours of coursework, at least 24 of which must be earned at Bluefield College. Students may transfer no more than six credit hours toward the required 30 hours for completion. Candidates for graduation will be required to have a grade point average of 2.75 or better. Students who successfully complete 6 credit hours per term (fall, spring, and summer) will complete the program in two years.

In addition to the 30 hours of required coursework, students will be required to complete a Self-Assessment of Professional Temperament and Performance, just as they did at the beginning of the admission process; they will submit a professional portfolio based on InTASC standards and TEAC principles, a written examination, and a final research project requiring an oral presentation and a scholarly paper. Scores on rubrics must be 3 or above on a 5 point scale to satisfy requirements.

Tuition, Fees and Financial Aid for the MAEd Program

Confirmation Fee: \$40.00
Tuition: \$450.00 per credit hour
Graduation Fee: \$120.00

Students will be responsible for the cost of their textbooks. As graduate students, program participants may be eligible for up to \$20,500 annually in federally guaranteed loans. Financial aid applications will be processed by the existing financial aid process. Additionally, financial aid counselors will be available to discuss the options available to each student.

Email, Social Networking and Other Internet Sites

UNDER NO CIRCUMSTANCES ARE YOU TO PLACE PHOTOGRAPHS OF OR COMMENTS ABOUT STUDENTS, TEACHERS, STAFF, OR THE SCHOOL IN GENERAL ON ANY INTERNET SITE! DO NOT POST inappropriate comments or photographs of yourself or any about student actions/sayings that you consider “funny” or cute.” Nothing is private if it is on the Internet. Student teachers and education students must NOT share personal email addresses with students and must not “friend” students on social networking sites.

SCHEDULE OF PROGRAM REQUIREMENTS Master of Arts in Education (MAED)

Fall Year One

EDU 5323 Research in Education
EDU 5213 Assessment and Evaluation for Student Growth

Spring Year One

EDU 5143 Teaching Strategies for Student Learning
EDU 5243 Classroom Management and Behavior in a Diverse Society

Summer Year One

EDU 5113 Advanced Educational Psychology
EDU 5123 Education and Society

Fall Year Two

EDU 5333 Teachers as Leaders
EDU 5233 Understanding and Implementation of Curriculum

Spring Year Two

EDU 5343 Action Research in Education
EDU 5133 Foundations of Special Education

Assessment Information

Assessments for the MAED program will follow the competencies of pedagogical knowledge, caring teaching skills, diversity, reflective thinking, technology, research and leadership. Formative and summative assessments will be given in each course, and final assessments will be given to complete the masters' program. Several of these will be used for data collection including the following:

Entry Level:

GRE or MAT Scores

Self-Assessment of Professional Temperament and Performance (Pre-program)

Within Courses:

- Students are required to record themselves teaching a lesson during the semester. The student, as well as the instructor, will view the video and assess it for pedagogical knowledge, caring teaching skills, diversity, reflective thinking, and technology. Copies of lesson evaluations in this class will be retained by the Teacher Education Program. These ratings will be analyzed to ascertain program effectiveness in each category.
- Students are required to obtain two or more lesson evaluations from administrators or colleagues at the school level. Those lessons will be assessed for pedagogical knowledge, caring teaching skills, diversity, reflective thinking, and technology. Copies of lesson evaluations in this class will be retained by the Teacher Education Program. These ratings will be analyzed to ascertain program effectiveness in each category. In addition, students will be required to video record themselves during the semester.
- Students are required to develop and implement a research project to impact student learning. They will present the project and their results for a panel of evaluators who will assess the research process, as well as content knowledge, pedagogical knowledge, caring teaching skills, diversity, reflective thinking, and technology. Copies of research evaluations in this class will be retained by the Teacher Education Program. These ratings will be analyzed to ascertain program effectiveness in each category.
- Written Examination will consist of 3-5 essay questions that students will be required to answer in a proctored setting with computer word processing. The answers will be assessed by at least two graders using a common rubric. The questions will address and provide data for pedagogical knowledge, caring teaching skills, diversity, reflective thinking, technology, leadership, and research. A sample question and rubric can be found in the Graduate Handbook. These rankings will be collected for each category to ascertain program effectiveness.

GRADUATE PROGRAM RECORDS POLICY

Records of students who have not completed requirements for the graduate program are retained for five years and are then destroyed. Complete records of students who have completed a Master of Arts in Education are retained for ten years and are then destroyed other than transcripts which are retained permanently in the Office of the Registrar.

EVALUATION OF THE TEACHER EDUCATION PROGRAM

Evaluation of the Teacher Education Program is a continuous effort and includes all aspects of the program. Each semester students are asked to evaluate each course taken in the professional education program including the field placements.

In an effort to continue to improve, the Teacher Education Program at Bluefield College conducts follow-up studies of its program completers each spring. Evaluations are completed by program completers after one year and again after three years. Survey forms are also sent to principals of schools where graduates are employed. The results of these surveys are used in the planning process of the Teacher Education Program as well as provides data for national accreditation and state program approval. Bluefield College graduates currently hold positions as teachers, building administrators, and central office personnel throughout Virginia, the surrounding states and as far away as China. Bluefield College teacher education graduates have been recognized as outstanding teachers of the year and have received various awards including Teacher of the Year Awards, Ashland Oil Teaching Awards, Presidential Awards for Excellence in Science and Mathematics, and Christa McAuliffe Fellowship Grant Awards. Bluefield College graduates have served in leadership positions including Executive Secretary of the National Education Association, member of the Virginia State Board of Education, and as superintendents of school districts.

References

Ball, D., & Cohen, D. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In L. Darling-Hammond and G. Sykes (eds.), *Teaching as the Learning Profession: A Handbook of Policy and Practice*. San Francisco: Jossey-Bass.

APPENDICES

- Required Documents for Portfolio
- InTASC Standards 1-10 for Portfolio
- Application for Admission to the
School of Education Graduate Program
- All assessments

BLUEFIELD COLLEGE TEACHER EDUCATION PROGRAM The Value of a TEACHING PORTFOLIO

The Professional Teaching Portfolio is required of all teacher education students during the student teaching semester. The portfolio serves to document your growth, abilities, and accomplishments as you proceed to your goal of becoming a classroom teacher. Your college supervisors will assist you in organizing the contents of your portfolio and in preparation for the final portfolio presentation at the conclusion of student teaching. In seminars connected to the pre-student teaching field experiences and student teaching, you will have time to share and discuss your portfolio.

Keep in mind that the portfolio...

- conveys your beliefs, attitudes, and values as you progress in your journey to become a teacher.
- is a thoughtful collection of your work that exhibits efforts, progress, and achievements.
- provides a complex and comprehensive view of your performance in a professional context and demonstrates your technological skills.
- is a showcase of your professional competencies and may be shared with others in the educational community, as well as viewed by prospective employers in the hiring process.
- is aligned with state teacher education and Interstate New Teacher Assessment and Support Consortium standards.

TEACHING PORTFOLIO SECTION I REQUIRED DOCUMENTS (For Undergraduate Program Only)

➤ **Resume**

If you have it, update the resume you developed in EDU 2212: Introduction to Media and Technology. If you don't have one from class, use one of the templates in MS Word. Update it, putting your education section first, and your student teaching and field experiences next. Try to put it all on one well-balanced page, two at the most. Here is a website with some helpful information from Boston College:
<http://www.bc.edu/offices/careers/resourcesfor/soeresources/edresume.html>

➤ **Why Teach? Essay**

This is an **autobiographical** reflective essay that explores the teaching and learning experiences, which have influenced your decision to become a teacher. These experiences, written in first person, might include past and/or current relationships with adults and children, readings, memories of schooling, and other life connections to children, teaching, and learning. You may still have a first draft that you wrote for EDU 3801: Pre-Student Field Experience 1. Update and revise it.

➤ **Philosophy of Education**

The first draft of your philosophy of education was written in Foundations of Education; you now have the opportunity to revise it into a condensed philosophy statement. Reflecting on and writing about your beliefs will give you the opportunity to explore what you believe and why, and may provide insight about why you teach in certain ways. Throughout your teacher education program you have had the opportunities to consider your changing beliefs about teaching in light of what you actually do in the classroom.

➤ **Documents, Forms, and Certificates**

- **Transcripts: Bluefield College (PDF!), Previous Colleges**
- **Assessments: Praxis I, Praxis II, VCLA, RVE***
- **Evaluations: Student Teaching (Mentor, Supervisor, and Principal)**
- **Evaluations: and Mentor Field Experience**
- **Letters of Recommendation (1 Required, 2-3 suggested)**
- **Child Abuse Training Certificate**
- **Other Certifications and Awards (Optional)**

The Learner and Learning

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.

PERFORMANCES

- 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

- 1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- 1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

- 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

The Learner and Learning

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.

PERFORMANCES

- 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

- 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

The Learner and Learning

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.

PERFORMANCES

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

- 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Content Knowledge

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.

PERFORMANCES

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Content Knowledge

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.

PERFORMANCES

- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

- 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Instructional Practice

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.

PERFORMANCES

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Instructional Practice

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.

PERFORMANCES

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(f) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

- 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
- 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

- 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility

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.

PERFORMANCES

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

- 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Professional Responsibility

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.

PERFORMANCES

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(h) The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

- 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

BLUEFIELD COLLEGE SCHOOL OF EDUCATION

Master of Arts in Education

Application for Admission

I wish to be considered for admission to the graduate education program. I meet the GPA requirement of 2.75 overall GPA in my undergraduate degree.

Name _____ Student ID Number _____
Home Address _____ Phone (____) _____
Street Address/Route
City County State Zip Code

Current Teaching Placement:
Grade, Subject: _____

School Name and Address: _____

Principal's Name and Email/Telephone Number _____

Years of Teaching Experience: _____

Gender: Male _____ Female _____ Date of Birth: ____/____/____

Race/Ethnic Origin: American Indian/Alaska Native ____ Asian/Pacific Islander ____ Black (non-Hispanic) ____
Hispanic ____ White (non-Hispanic) ____ Other ____

Have you ever been convicted of a felony? _____ Yes _____ No
Have you ever had a teaching license revoked or suspended in another state? _____ Yes _____ No

References: List your principal, assistant principal or colleague who you have asked to provide letters of recommendation.

1. _____ 2. _____

Complete all parts of the application.

Applicant's Signature Date

DO NOT WRITE IN THIS AREA.

Date: _____

Date Bachelor's Degree Conferred and Institution: _____

Virginia Teaching License? _____ Other? _____

Date and Endorsement on Teacher Licensure _____

GRE/MAT _____ GPA _____ Praxis II Test/Score(if provided) _____

Letters of Recommendation _____ Self-Assessment _____

Date _____ Accepted _____ Not Accepted _____

Name: _____

Date: _____

SELF ASSESSMENT OF PROFESSIONAL TEMPERAMENT AND PERFORMANCE
Based on the National Board of Professional Teaching Standards Core Propositions

Source: http://www.nbpts.org/the_standards/the_five_core_propositio

1 Beginning Awareness	2 Theoretical Knowledge	3 Beginning Implementation	4 Effective Implementation	5 Confident Facilitator
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Proposition 1: I Am Committed to Students and Their Learning.

- ____ 1. I am dedicated to making knowledge accessible to all students.
- ____ 2. I believe all students can learn.
- ____ 3. I treat students equitably.
- ____ 4. I recognize the individual differences that distinguish my students from one another.
- ____ 5. I account for student differences in my practice.
- ____ 6. I respect the cultural and family differences students bring to their classroom.
- ____ 7. I am concerned with my students' self-concept, their motivation and the effects of learning on peer relationships.
- ____ 8. I am also concerned with the development of character and civic responsibility.

Proposition 2: I Know the Subjects I Teach and How to Teach Those Subjects to Students.

- ____ 9. I have mastery over the subject(s) I teach.
- ____ 10. I have a deep understanding of the history, structure and real-world applications of the subject.
- ____ 11. I have skill and experience in teaching it, and I am very familiar with the skills gaps and preconceptions students may bring to the subject.
- ____ 12. I am able to use diverse instructional strategies to teach for understanding.

Proposition 3: I Am Responsible for Managing and Monitoring Student Learning.

- ____ 13. I deliver effective instruction.
- ____ 14. I move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- ____ 15. I know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- ____ 16. I know how to assess the progress of individual students as well as the class as a whole.
- ____ 17. I use multiple methods for measuring student growth and understanding, and I can clearly explain student performance to parents.

Proposition 4: I Think Systematically about My Practice and Learn from Experience.

- ____ 18. I model what it means to be an educated person – I read, question, create and am willing to try new things.
- ____ 19. I am familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- ____ 20. I critically examine my practice on a regular basis to deepen knowledge, expand my repertoire of skills, and incorporate new findings into my practice.

Proposition 5: I am a Member of Learning Communities.

- ____ 21. I collaborate with others to improve student learning.
- ____ 22. I am a leader and actively know how to seek and build partnerships with community groups and businesses.
- ____ 23. I work with other professionals on instructional policy, curriculum development and staff development.
- ____ 24. I can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- ____ 25. I know how to work collaboratively with parents to engage them productively in the work of the school.

Bluefield College School of Education

Master of Arts in Education

Self-Assessment, Part II

Directions: Answer the following questions in an essay of at least one paragraph.

- Include the question at the top of the page.
- Include your name and date at the top of the page.
- Use a different page for each question.
- Single-space the essay, and use 11-12 point font.
- Use the rubric below as a guideline.

A. Strengths and Weaknesses

Based on your responses to the Self-Assessment of Professional Temperment and Performance, analyze your strengths and weaknesses as a teaching professional.

B. Goals

State your professional goals and explain how the Master of Arts in Education degree will contribute to your success.

	Content	Structure	Mechanics	Language Usage
5	<ul style="list-style-type: none"> Fluently addresses the question Provides supporting details and/or examples 	<ul style="list-style-type: none"> Main idea clearly stated/implied Clearly organized in logical manner College-level sentence variety 	No errors in the following: <ul style="list-style-type: none"> Capitalization Punctuation Grammar Spelling 	<ul style="list-style-type: none"> College-level vocabulary Sophisticated word selection
4	<ul style="list-style-type: none"> Skillfully addresses the question Provides supporting details and/or examples 	<ul style="list-style-type: none"> Main idea clearly stated Clearly organized in logical manner Provides sentence variety 	No more than 2 errors in the following: <ul style="list-style-type: none"> Capitalization Punctuation Grammar Spelling 	<ul style="list-style-type: none"> Primarily college-level vocabulary Appropriate word selection
3	<ul style="list-style-type: none"> Adequately addresses the question Provides at least 2 supporting details and/or examples 	<ul style="list-style-type: none"> Main idea stated Organized in logical manner Provides some sentence variety 	No more than 3 errors in the following: <ul style="list-style-type: none"> Capitalization Punctuation Grammar Spelling 	<ul style="list-style-type: none"> Some college-level vocabulary Appropriate word selection
2*	<ul style="list-style-type: none"> Vaguely addresses the question Provides at least 1 supporting details and/or examples 	<ul style="list-style-type: none"> Main idea not clearly stated Organized in an unclear manner Provides little sentence variety 	Has 4 or more errors in the following: <ul style="list-style-type: none"> Capitalization Punctuation Grammar Spelling 	<ul style="list-style-type: none"> Below college-level vocabulary Ineffective word selection
1*	<ul style="list-style-type: none"> Does not address the question Provides no supporting details and/or examples 	<ul style="list-style-type: none"> Main idea not evident Not organized in logical manner No sentence variety 	Has 5 or more errors in the following: <ul style="list-style-type: none"> Capitalization Punctuation Grammar Spelling 	<ul style="list-style-type: none"> Immature vocabulary Inappropriate word selection

***Students whose essays are ranked lower than 3 overall will not pass the Writing Sample Component of the Graduate Program Education Application. Those students must meet with the education faculty to determine an appropriate plan for writing improvement and a time table to reapply to the program.**

BLUEFIELD COLLEGE SCHOOL OF EDUCATION

Master of Arts in Education UNDERGRADUATE Application for Admission

I wish to be considered for admission to the graduate education program. I meet the GPA requirement of 3.75 overall GPA in my undergraduate degree.

Name _____ Student ID Number _____

Home Address _____
Street Address/Route

City County State Zip Code

Phone (____) _____ Email: _____

Are you at senior level status? _____ Number of hours per senior semester: _____

Have you passed all licensure assessments? (List) _____

Graduation Date: _____ Degree: _____

Academic Minors: _____ Overall GPA: _____

Licensure Endorsement (Grade/Subject): _____

Additional Endorsements: _____

Gender: Male _____ Female _____ Date of Birth: ____/____/____

Race/Ethnic Origin: American Indian/Alaska Native ____ Asian/Pacific Islander ____ Black (non-Hispanic) ____
Hispanic ____ White (non-Hispanic) ____ Other ____

Have you ever been convicted of a felony? _____ Yes _____ No

Have you ever had a teaching license revoked or suspended in another state? _____ Yes _____ No

References: List your principal, assistant principal or colleague who you have asked to provide letters of recommendation.

1. _____ 2. _____

Complete all parts of the application.

Applicant's Signature

Date

DO NOT WRITE IN THIS AREA.

Date: _____

Date Bachelor's Degree Conferred and Institution: _____

Virginia Teaching License? _____ Other? _____

Date and Endorsement on Teacher Licensure _____

GRE/MAT _____ GPA _____ Praxis II Test/Score(if provided) _____

Letters of Recommendation _____ Self-Assessment _____

Date _____ Accepted _____ Not Accepted _____

**Faculty Recommendation
Undergraduate Admission to the Graduate Program
School of Education
Bluefield College**



Student Name:_____ **Faculty**
Name:_____

The above student has applied for admission to the graduate program in the School of Education at Bluefield College. Please rate each category to demonstrate your assessment of the student's ability to succeed in a graduate program.

Academic Ability	5	4	3	2	1
Maturity	5	4	3	2	1
Work Ethic	5	4	3	2	1
Critical Thinking	5	4	3	2	1
Time Management	5	4	3	2	1
Organization	5	4	3	2	1
Writing Proficiency	5	4	3	2	1

Comments (Optional): (Write on back if needed.)

I recommend this student for admission to the graduate program in the School of Education.

Yes_____ Yes, with reservations_____ No_____

Evaluator (Print)

Signature

Date

Return:

Dr. Donna Hardy Watson, Dean, School of Education; Bluefield College; 3000 College Drive, Bluefield, VA 24605
Questions: 276-326-4475 or dwatson@bluefield.edu

Research Paper Grading Criteria

Format : 50 points Maximum

- ____ (5 points) **Cover Page:** Title of Paper, Name, Date, **EDU 5443, Bluefield College**, centered on the page.
- ____ (15 points) **Text:** 20-30 pages, 1 inch margins all around, font in Times New Roman at 12. USE APA citation with *Publication Manual*, 6th edition, for all references.
- ____ (15 points) **Reference Page:** USE APA citation with *Publication Manual*, 6th edition, for all references.
- ____ (15 points) **Grammar/Spelling/Mechanics:** No errors

Organization: 100 points Maximum

Use headings to delineate sections according to APA citation in *Publication Manual*, 6th edition

- ____ (10 points) **Introduction:** Introduction must adequately introduce the reader to the topic and to the organization of the paper.
- ____ (10 points) **Body:** Topic is adequately explored in logical order with appropriate transitions. Writing is clear and effective. Sections are added clarity.
 - ____ (30 points) **Literature Review:** Sources are relevant, credible, and reliable. No sources prior to 2001 should be used without the permission of the instructor. 25 or more sources must be used and may include books, journals, reports, proceedings, dissertations, web resources, etc. Sources with missing documentation should be used only with a compelling reason.
 - ____ (40 points) **Action Research:** Problem and question clearly communicated. Data collected is presented in a clear and understandable way in APA form. Include a narrative discussion of results with implications for future study. Use pseudonyms for all student and school names.
- ____ 10 points) **Conclusion:** Summarizes the information presented in the paper and renews the reader's interest in the subject of the paper.

○

Content: 200 Points Maximum

- The topic chosen was focused on a specific area in student learning or behavior and was educationally relevant.
- The literature review explored a thorough amount of current, relevant research and information on the topic.
- The literature review showed knowledge of the topic that extended beyond the textbook or his/her experience.
- The research problem was worthy of study, measurable, and solvable to some extent.
- The research process was followed with proper documentation and attention to confidentiality of individuals.
- Data collected was valid and reliable and presented in an understandable chart, table, or graph.
- Data was analyzed using descriptive statistics (where appropriate), consideration of all variables, and attention to/disclosure of evaluator bias.
- Discussion of results showed valid conclusions with appropriate supporting evidence.
- Implications of study show knowledge of the literature.
- The study could help to improve teaching practice, and therefore improve student learning or behavior.

Academic Integrity: (20 Points) -5 points for each minor instant of improper citation.

Deliberate disregard for proper citation of sources will result in failure for this assignment.

Grade: /350

Presentation: Slide Content

- Title Slide: Name, Date, Course Name/Number, Title of Presentation
- Problem: Context (grade/subject, description of school) description of problem
- Research Question, include important search terms.
- **Literature Review: Describe important themes in literature review and lastly describe the theme that led to your proposed solution.**
 - 5-10 slides
- Solution Strategy or Method: What did you do to solve the problem?
- Show data from pre-post strategy.
- Results: What happened? What other variables influenced the results?
- Discussion: Analyze what worked, what didn't.
- Implication: How will this impact your approach to the problem in the future?
- References



Grading Criteria

Scholarly Paper: Action Research Project <ul style="list-style-type: none"> • Problem • SUMMARY of Review of Literature • Solution or Strategy • Results documented • Discussion and Implication • References 	200
PowerPoint: Action Research Project <ul style="list-style-type: none"> • 20—25 slides with the content listed above • Font and amount of text per slide was appropriate and legible • Graphics and animation, if used, were appropriate and added to the presentation • No grammar or spelling errors • Printout (6 per page) 	100
Videotaped Presentation: Action Research Project <ul style="list-style-type: none"> • Peer presentation on scheduled date • 25-30 minutes • Good volume, eye contact, no distracting mannerisms • Pace and timing were effective • Effective use of technology <ul style="list-style-type: none"> ○ Appropriate Lighting, Background ○ Volume 	50

End of Program Written Assessment: Sample Questions and Rubric

1. Describe an activity, event, or project that you initiated, developed, assessed and evaluated with parents, businesses or community groups that resulted in student achievement.

Parents, Businesses or Community Groups that Resulted in Student Achievement		
Category	Title	Standards
1	Teacher Leaders are Members of Learning Communities.	LEADERSHIP: The teacher collaborates with others to improve student learning. This standard includes building partnerships with community groups and businesses, working with other professionals on instructional policy, curriculum development and staff development, evaluating school progress and the allocation of resources in order to meet state and local education objectives, and working collaboratively with parents to engage them productively in the work of the school.
Category Score: <i>Total ____ (15)</i>		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Leadership	5 4 3 2 1	5: Evidence demonstrates that the collaboration resulted in student achievement. 3: Some evidence presented demonstrates that the collaboration resulted in student achievement. 1: Limited evidence presented that demonstrates that the collaboration resulted in student achievement

2. How did you incorporate research findings into your instructional program? Did these changes result in increased student achievement?

Result in increased student achievement:		
Category	Title	Standards
2	Teacher Leaders Think Systematically about Their Practice and Learn from Experience.	Research: Teacher leaders model what it means to be an educated person – they read, they question, they create and they are willing to try new things. Teacher leaders are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
Category Score: <i>Total ____ (15)</i>		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Leadership	5 4 3 2 1	5: Evidence demonstrates that research was incorporated into the instructional program. 3: Some evidence presented demonstrates that research was incorporated into the instructional program 1: Limited evidence presented that research was incorporated into the instructional program

Teacher: _____

Bluefield College Teacher Observation Form

Class: _____

Date: _____

Grade/Level: _____

School: _____

Evaluator's Signature/Title: _____ **SCORE:** ____/100

	5 Excellent	4 Above Average	3 Average	2 Needs Improvement	1 Unsatisfactory
Content Knowledge: The teacher...					
1. presents subject matter accurately and at an appropriate level.					
2. uses correct content vocabulary.					
3. correctly asks and answers student questions using Standard English.					
Caring Teaching Skill: The teacher...					
4. demonstrates professional behavior , appearance, and voice quality.					
5. creates a positive environment by monitoring and motivating students to participate.					
6. uses time effectively.					
7. uses appropriate discipline/management techniques to maximize learning opportunities.					
Pedagogical Knowledge: The teacher					
8. has planned an opening, learning activities, and closure and has prepared all needed materials.					
9. engages students in learning through a variety of strategies and instructional groupings.					
10. uses assessments to inform instructional decisions.					
11. Effectively incorporates technology and/or other tools/materials.					
Leadership: The teacher					
12. Insures every student's learning through instruction, feedback, response to questions and attention to behaviors.					
13. Models classroom governance that is fair, positive, and consistent.					
14. Acquires and uses current technology and other innovated teaching materials.					
Research: The teacher (Based on Evaluators' Knowledge of Teacher's Professional Life)					
15. Uses student assessment data to plan and implement effective lessons based on individuals strengths and weaknesses.					
16. Uses research-based best practices for instruction, management, and climate.					
17. Identifies problems, seeks solutions in the research literature, and implements successful strategies.					

End of Program Student Survey, p. 1

How much did Bluefield College increase your ability to:	(5)-I improved substantially in this area	(4) I definitely improved in this area	(3) I improved in some aspects	(2) I remained at the same level in this area of knowledge.	(1) I digressed in this area of knowledge
1. show clear understanding of content in lesson presentations and materials?					
2. use the language and vocabulary of the content area?					
3. answer student questions about the content area?					
4. study and/or research areas of content?					
Demonstrate content knowledge?					

Comments:

How well did Bluefield College increase your ability to:	(5)-I improved substantially in this area	(4) I definitely improved in this area	(3) I improved in some aspects	(2) I remained at the same level in this area of knowledge.	(1) I digressed in this area of knowledge
5. create an environment in the classroom where students feel free to participate?					
6. demonstrate visible leadership?					
7. encourage student success?					
8. adjust lessons to meet the needs of all learners?					
9. utilize learning strategies that actively engage student?					
10. monitor and supervise all aspects of the learning process?					
Demonstrate caring teaching skills by maintaining a positive classroom climate?					

Comments:

How well did Bluefield College increase your ability to:	(5)-I improved substantially in this area	(4) I definitely improved in this area	(3) I improved in some aspects of this area.	(2) I remained at the same level in this area of knowledge.	(1) I digressed in this area of knowledge
11. create effective assessments to know learner's strengths and weaknesses?					
12. using assessment data to plan effective lessons?					
13. find /use research-based strategies?					
14. using appropriate and motivating instructional strategies?					
15. using class time efficiently to provide opportunity to learn for every student?					
Implementing an effective lesson?					

Comments:

How well did Bluefield College increase your ability to:	(5)-I improved substantially in this area	(4) I definitely improved in this area	(3) I improved in some aspects of this area.	(2) I remained at the same level in this area of knowledge.	(1) I digressed in this area of knowledge
16. identify and measure a classroom problem?					
17. locate relevant literature to explore the problem?					
18. determine a possible solution to try in the classroom?					
19. try a solution to a classroom problem and discuss the results?					
20. incorporate action research into my classroom to improve lessons?					
Conduct and use action research?					

Comments:

How well did Bluefield College increase your ability to:	(5)-I improved substantially in this area	(4) I definitely improved in this area	(3) I improved in some aspects of this area.	(2) I remained at the same level in this area of knowledge.	(1) I digressed in this area of knowledge
21. determine areas of strengths and weaknesses of a school or classroom?					
22. locate resources and information to understand strengths and weaknesses?					
23. set goals and objectives for school or classroom improvement?					
24. promote collaboration among faculty and staff to achieve goals?					
25. obtain resources to use for goals and objectives?					
26. assess projects effectiveness and determine next steps?					
Exhibit leadership in a school?					

Comments:

Based on your teaching experiences, what aspects of education courses in the MAEd program should definitely be retained for future classes?
Based on your teaching experience, what aspects should be de-emphasized in the coursework?
Based on your teaching experience, what topics should receive greater attention in education coursework?
What are your final thoughts or suggestions for the future of the Bluefield College Master of Arts in Education Program?

Correlation of Course Objectives to InTASC Standards and NBTS Core Propositions

Course Description and Course Objectives	Correlated to InTASC Standards	Correlated to NBTS Core Propositions
<p>EDU 5113 Advanced Educational Psychology This course is an advanced study of the physical, emotional, social, and cognitive characteristics, in addition to speech and language development, of Prek-12 students; principles of learning theories will be examined as they apply to teaching, learning, motivation, and classroom environment. Prerequisite: PSY 1013 Introduction to Psychology or EDU 2003 Human Growth and Development for Education</p> <ul style="list-style-type: none"> • Relate cognitive, social, and moral development to learner differences and learning needs. • Analyze learning and language development through the context of culture and diversity • Apply behavioral theories to learning, teaching, and motivation • Apply cognitive theories to learning, teaching, and motivation • Apply social cognitive theories to learning, teaching, and motivation. • Apply constructive theories to learning, teaching, and motivation. • Examine the role of motivation in learning and teaching • Create learning environments that provide optimal learning opportunities for all students 	<p>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.</p> <p>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.</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning</p> <p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p>
<p>EDU 5123 Education and Society This course focuses on the ever-changing landscape of education. Students will develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States using research in current events to analyze modern education structures in view of their foundations.</p> <ul style="list-style-type: none"> • Develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. • Explain the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. • Analyze the current and historical philosophical and sociological foundations of the instructional design based on assessment data connected to the relationships among assessment, instruction, and monitoring student progress. • Relate current issues and trends in education to contemporary society and culture, as well as the historical foundations. 	<p>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.</p>	<p>Proposition 5: Teachers are Members of Learning Communities</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p>

Course Description and Course Objectives	Correlated to InTASC Standards	Correlated to NBTS Core Propositions
<p>EDU 5133 Foundations of Special Education This course centers on knowledge of the foundation for educating students with disabilities, including historical perspective, characteristics of children and youth with disabilities, influence of family and community, ethical issues and standards of professional behavior. Students will also gain an understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities. Prerequisite or Co-requisite: EDU 5113 Advanced Educational Psychology</p> <ul style="list-style-type: none"> • Describe the foundation for educating students with disabilities, including: <ul style="list-style-type: none"> a. Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice; b. Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning; c. Normal patterns of development (i.e., physical, psychomotor, cognitive, linguistic, social, emotional development and their relationship to the various disabilities); d. Medical aspects of disabilities; e. The dynamic influence of the family system and cultural/environmental milieu and related issues pertinent to the education of students with disabilities; f. Educational implications of the various disabilities; and g. Understanding of ethical issues and the practice of accepted standards of professional behavior. • Use their understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities to effectively work with students who have disabilities, their families, and other professionals in the classroom. Aspects include: <ul style="list-style-type: none"> a. Legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.); b. Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements/programs in schools); and c. "Rights and responsibilities" of parents, students, teachers, and schools 	<p>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.</p> <p>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.</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning</p> <p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning</p>

Course Description and Course Objectives	Correlated to InTASC Standards	Correlated to NBTS Core Propositions
<p>EDU 5143 Teaching Strategies for Student Learning This course centers on effective teaching for a variety of learners using media, technology, and other educational materials. Students will develop and demonstrate teaching strategies based on education theory, best practice research, and differentiation related to student differences.</p> <ul style="list-style-type: none"> • Use an understanding of the principles of learning along with skills in discipline-specific methodology to design and implement strategies for student learning • Analyze curriculum materials, learning tools, including media and computers, and use for effective differentiated instruction for a variety of learners. • Apply best practice research to planning and implementing daily lessons. • Determine and implement teaching methods appropriate for limited English proficient students; exceptional students, including gifted and talented and those with special education needs • Determine and implement appropriate teaching/learning strategies for the grade level(s) teaching endorsement in which the student is working • Design lessons that promote student academic progress and effectively prepare them for the <i>Standards of Learning</i> assessments. 	<p>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.</p> <p>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.</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</p> <p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p>
<p>EDU 5213 Assessment and Evaluation for Student Growth This course focuses on the relationships among assessment, instruction, monitoring student progress, and student performance measures in grading practices. Students will construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment. Students will also analyze assessment data to make decisions about how to improve instruction and student performance.</p> <ul style="list-style-type: none"> • Develop and use a variety of formative and summative assessments to determine learning readiness, modify instruction, and evaluate student performance • Explain and use relationships among assessment, instruction, and student progress to plan and implement effective lessons. • Construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment • Analyze assessment data to make decisions about how to improve instruction and student learning. • Critically examine grading practices as they relate to student performance. • Evaluate assessment instruments and assessment data as to validity and reliability 	<p>Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</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>

Course Description and Course Objectives	Correlated to InTASC Standards	Correlated to NBTS Core Propositions
<p>EDU 5233 Understanding and Implementation of Curriculum</p> <p>The course is an advanced application course to guide K-12 teachers through the design, implementation, and assessment of a standards-based curriculum from the analysis of standards, creation of assessments, design and delivery of instruction. In order to understand the contextual considerations of instructional design and implementation, the course also examines the changing needs of students in the context of best instructional practices and philosophies of education.</p> <ul style="list-style-type: none"> • Explore and relate the social, political, and cultural foundations to the formal and hidden curriculum • Relate diverse learners to curriculum and instruction • Determine the role of data in the national, state, and local curriculum • Analyze and write effective curriculum goals, objectives, and related products • Organize curriculum so that it may be implemented in units and daily lessons • Evaluate instruction and curriculum • Compare and contrast digital curriculum to traditional curriculum • Analyze current curriculum issues 	<p>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 the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>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.</p> <p>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.</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>

Course Description and Course Objectives	Correlated to InTASC Standards	Correlated to NBTS Core Propositions
<p>EDU 5243 Classroom Management and Behavior in a Diverse Society</p> <p>This course focuses on the understanding and application of classroom and behavior management techniques and individual interventions based on educational theory and best practice research. Students will develop means of improving communication between schools and families and ways of increasing family involvement in student learning at home and in school. This course will address these approaches within the context of home and community.</p> <ul style="list-style-type: none"> • Understand and apply classroom and behavior management techniques and individual interventions for a positive classroom environment and maximum opportunity to learn • Determine techniques that promote emotional well-being and that teach/maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment • Describe and implement diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. • Design and implement a classroom and behavior management plan that is effective for student's developmental levels, cultural backgrounds, and presence of disabilities. 	<p>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.</p>	<p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning</p> <p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p>
<p>EDU 5323 Research in Education</p> <p>In this course, students will examine educational research (both qualitative and quantitative) and statistical methods in light of current research on effective teaching, school practices, and data-driven decision making. Candidates locate, read, and critique research and develop a research proposal relative to important classroom and school issues which will be applied when completing their culminating research project in the research class following this course.</p> <ul style="list-style-type: none"> • Locate, read, analyze, and critique relevant educational research • Analyze and describe quantitative non-experimental designs • Analyze and describe experimental designs • Analyze and describe qualitative designs • Analyze and describe "mixed-method" designs • Analyze and describe action/practitioner research • Create a research proposal relative to important classroom and school issues 	<p>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.</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>

Course Description and Course Objectives	Correlated to InTASC Standards	Correlated to NBTS Core Propositions
<p>EDU 5333 Teachers as Leaders</p> <p>In this course, students will examine models of teacher-leadership in the classroom, the school, community, and beyond. They will gain strategies for goal-setting, planning, implementing, evaluating, and revising plans for improvement. Communication, networking, and motivation skills will be emphasized within a framework of persistence.</p> <ul style="list-style-type: none"> • Define roles for teacher-leaders at the local, district, and state levels • Build and maintain successful teams for a variety of school-based initiatives • Plan and conduct results-oriented meetings, interviews, and conferences • Communicate effectively with fellow teachers, deal with disagreements, and implement strategies to increase cooperation. • Energize colleagues and strengthen school morale. • Mentor first year and student teachers; observe and coach other teachers. • Assess needs, involve stakeholders, and set goals • Plan and implement curricular and instructional reforms that lead to higher student achievement 	<p>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.</p>	<p>Proposition 1: Teachers are Committed to Students and Their Learning</p> <p>Proposition 5: Teachers are Members of Learning Communities</p>
<p>EDU 5343 Action Research in Education</p> <p>Candidates identify a specific classroom, school, or community-based educational problem, then design and conduct a research project written in formal academic APA style that addresses the candidate's integration of the professional knowledge and the School of Education's conceptual framework in the non-thesis graduate program. The project is completed independently in consultation with a project advisor. (Candidates must be eligible to graduate in the subsequent academic term.) Prerequisite: EDU 5323 Research in Education</p> <ul style="list-style-type: none"> • Identify and describe action research • Determine problems applicable for action research • Determine a research topic • Review the literature • Devise methods of collecting and analyzing data • Determine procedure for using data from human subjects • Describe and implement quantitative designs for action research • Evaluate, describe, and propose research based on a classroom or school problem • Implement an action research plan • Report findings from action research 	<p>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.</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>