**National Board, Diversity, and Technology Chart**

**Program National Board for Professional Teaching (CAEP A.1.2**)

The following table identifies how advanced professional core courses are ensuring candidates are familiar with the National Board Professional Teaching Standards and are prepared to make application of those standards when making instructional decisions for their PK-12 learners. Note: This is not an exhaustive list.

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| **Course** | **National Board Related Activity**CAEP A.1.2: Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies. |
| **Professional Education Core - ADVANCED** |  |
| **EDUC 510** | The learning activities in EDUC 510 enable learners to illustrate teachers’ commitment to students as members of learning communities. Those activities include lesson plan creations for each of the models of families presented in the course including the Information Processing Family of Models, the Social Family of Models, the Personal Family of Models, and the Behavioral Systems Family of Models. The lesson plans provide students the opportunity to illustrate their knowledge of their subject matter and managing and monitoring student learning. Students share their lesson plans with their professor and with one another using the online discussion forum. The PowerPoint lesson preparation and the annotated bibliography give the students the occasion to think about their practice as they teach in their own classroom and how students learn in those classrooms. |
| **EDUC 520** | Within EDUC 520 students explore various educational research methodologies within the quantitative, qualitative, and mixed methods frameworks. Students are required to apply their knowledge of research methods as they review and evaluate professional peer-reviewed research within education, as well as within their content specialization. Students are also required to conduct a small qualitative study utilizing their knowledge of interviewing, coding, and writing up results. Their interviews are videoed and must be of someone in the field they are entering. |
| **EDUC 530** | The learning strategies and assignments in EDUC 530 enable learners to illustrate their commitment to students as members of learning communities. By reviewing 21st. Century Skills ISTE standards for educators, students review and create a Virtual High Schools review, submit a podcast, a movie, the flipped classroom and a digital age learner’s essay. Students as teachers must know their subjects, manage, and monitor student learning. Students will also create a Voki, a Prezi and a Google Sites Classroom that incorporates many of the technologies presented during the semester. Each of these assignments help students as teachers think about their own classrooms. They may then examine how learning in their individual classrooms takes place. |
| **EDUC 540** | The purpose of Assessment and Evaluation in Education is to identify issues related to assessment, to create assessment systems that allow ALL students in a diverse setting to show what they know, to incorporate assessments that are authentic and conducive to enhancing critical thinking skills, and to share insights with colleagues that will elevate assessment expertise. Activities for the course require students to explore these topics and to implement them in an effective manner that motivates students and enhances learning in the classroom.Activates include discussion boards that promote sharing of insights, activities, and assessments, and a reflection on efficacy. Development of a personal assessment philosophy culminates all aspects of the course in a meaningful approach to classroom assessment.Students enrolled in EDUC 540 will successfully:* Evaluate test quality across multiple parameters to ensure assessment effectiveness
* Reflect upon the impact of assessment on motivation and learning in a diverse classroom
* Create assessments that promote “For”, “Of”, and “As” learning in specific disciplines to ensure that assessments are also learning opportunities
* Design Project Based Learning activities (PBLs) and assessment options in specific disciplines that enhance higher-level learning in a diverse classroom
* Develop and implement authentic assessments with real-life applications in a diverse classroom
* Synthesize Assessment Systems that assess students from multiple perspectives using multiple means to accurately measure achievement of all students in a diverse classroom
* Conduct international research of high-performing educational systems and consider any potentially positive applications for our system
* Develop a personal philosophy of assessment that requires analyzing the purposes of assessment, avoiding inequities in assessments, emphasizing 21st Century skills, incorporating Multi-tiered Support System (MTSS) and creating an effective, positive learning environment in diverse classrooms, and designing assessments that accurately reflect student achievement.
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**Program Diversity Table (Diversity)**

The following table identifies how advanced core courses are ensuring candidates are prepared to meet the diverse needs of their PK-12 students. Note: This is not an exhaustive list.

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| **Course** | **Diversity Related Activity** |
| **Professional Education Core - ADVANCED** |  |
| **EDUC 510** | Several activities, which support the preparation of students to meet the needs of diverse learners in the K-12 setting, are included in EDUC 510. Students submit one lesson plan for each of the lesson planning families of models, which each include different strategies to address diverse learners. Those families include the Information Processing Family of Models, the Social Family of Models, the Personal Family of Models, and the Behavioral Systems Family of Models. Each family of models lesson plan includes strategies for use with learners of diverse backgrounds and abilities. Students share their lesson plans with their professor and with one another using the online discussion forum. Students examine and utilize these strategies to create a variety of lesson plans. |
| **EDUC 520** | Students in EDUC 520 are exposed to various educational methodologies and encouraged to explore topics and methods that they are interested in and that will provide them with a foundation that best meets their specific contextualized needs. In addition, students read a qualitative study, *Sidewalk*, which is a study of the homeless people who live on the streets in New York. This text elucidates the plight of those on the margins and discusses issues such as: race, poverty, homelessness, and other social topics within this ethnographic study. Students are then asked to evaluate the research methods used and suggest other possible means of studying the topics the book takes on. |
| **EDUC 530** | Several activities, which support the preparation of students to meet the needs of diverse learnings in the K-12 setting, are a part of the EDUC 530 course. Students review 21st. Century Skills ISTE standards for educators. They then review how those standards meet the needs of diverse learners. Students examine several other strategies that they employ to reach diverse learners including such strategies as Virtual High Schools, podcasts, teacher-made movies, flipped classrooms, Vokis, Prezis, and Google Sites Classrooms. Each strategy has specific uses for working with a diverse group of learners. |
| **EDUC 540** | Activities completed in EDUC 540 emphasize the need to develop assessments that accurately and fairly assess students in a diverse classroom while simultaneously creating learning opportunities.Specific activities in EDUC 540 that enhance the efficacy of assessment in the diverse classroom include:* Reflect upon the impact of assessment on motivation and learning in a diverse classroom.
* Design Project Based Learning activities (PBLs) and assessment options in specific disciplines that enhance higher-level learning in a diverse classroom.
* Develop and implement authentic assessments with real-life applications in a diverse classroom.
* Synthesize Assessment Systems that assess students from multiple perspectives using multiple means to accurately measure achievement of all students in a diverse classroom.
* Develop a personal philosophy of assessment that evaluates the significance of avoiding inequities in assessments, and of how to accomplish this goal in a diverse classroom.
* Develop a personal philosophy of assessment that emphasizes the effective use of Multi-tiered Support System (MTSS) and creates an effective, positive learning environment in diverse classrooms.
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**Program Technology Table (CAEP A1.1 and Technology)**

The following table identifies how advanced core courses are ensuring candidates are prepared to effectively use technology in their PK-12 classrooms and for their own professional practice. Note: This is not an exhaustive list.

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| **Course** | **Technology Related Activity**CAEP A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: Supporting appropriate applications of technology for their field of specialization |
| **Professional Education Core - ADVANCED** |  |
| **EDUC 510** | EDUC 510 provides numerous opportunities for students to use technology strategies that prepare students for their 21st. Century classrooms. Students submit one lesson plan for each of the lesson planning families of models. Each lesson plan is required to include examples of classroom technology use in the lesson. Those families include the Information Processing Family of Models, the Social Family of Models, the Personal Family of Models, and the Behavioral Systems Family of Models. Students also create a Lesson Plan using PowerPoint to illustrate effective teaching strategies using MS PowerPoint or other presentation software. Students share their lesson plans with their professor and with one another using the online discussion forum. Students also create an annotated bibliography of scholarly articles using databases available online related to the various families of models using MS Word or another word processing program. |
| **EDUC 520** | EDUC 520 requires the use of various forms of technology to enhance student learning and to model how technology could be used in their future classrooms and disciplines. Students begin the class by finding peer reviewed research articles and properly citing them using APA. These articles are retrieved from the online Concord databases and set a firm foundation to enable students to gather appropriate sources in the future. Students also conduct a small research study utilizing the interviewing research method. The interview that the student conducts is videoed and posted to Blackboard. That video is analyzed by the student, coded, and then results and conclusions are written up. |
| **EDUC 530** | EDUC 530 provides numerous opportunities for students to use a variety of technology strategies that prepare students for their 21st. Century classrooms. Students review 21st. Century Skills ISTE standards for educators and create an essay which examines the role of those ISTE skills in their own classroom. Students review and create an essay related to Virtual High Schools. They then review the course options that the virtual school environment offers to students of their state. Students also create and submit a podcast, a movie, the flipped classroom and a digital age learner’s essay. Students will also create a Voki, a Prezi and a Google Sites Classroom that incorporates many of the technologies presented and used during the semester. Students also examine emerging technologies and examine how those options impact the 21st. Century Classrooms in which they teach. |
| **EDUC 540** | Numerous course activities in EDUC 540 require students to conduct research of professional publications utilizing electronic databases. Each research assignment is composed using APA style with proper documentation of resources. Research topics include:  Discuss the critical role of assessment validity in achieving the primary roles of assessment. Discuss the effect on student learning and engagement of (a) incorporating PBLs into your assessment plan, and (b)incorporating assessmentoptions into your assessment plan.* Identify countries that are out-performing the U.S. academically and conduct research to gain insights into their educational system and assessment practices, and discuss how/if the approaches used in these countries would be advantageous in our system.
* Explicate your personal philosophy of assessment. The purpose of this assignment is to evaluate your beliefs of assessment based on theoretical concepts, research, and best practices. Your personal reflections of your classroom experiences will also influence your philosophy.
* As you develop your philosophy it is paramount that you consider the ramifications of your assessmentson students’ progress. If you design ineffective assessments that do not reflect a student’s true knowledge and skills, it can impact that student’s self-efficacy, future progression, and ultimately his/her academic success. The consideration of diversity in the classroom is paramount.

In addition, research of these topics is presented via a discussion board, with each student responding to the posts of classmates. |