

EDU 694 National Board for Certification Exploration and Support Fall 2021 Syllabus

Instructor	Office	Phone	Email
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Prerequisite: Teacher Certification or Instructor Permission

Required Texts: Download of all National Board Materials found at www.nbpts.org/candidateresources and materials on Google Classroom.

Primary Course Website: Google Classroom

Graduate Catalog Description:

This course prepares teachers to complete the initial certification by completing the coursework for the four components (content knowledge, assessment, differentiation, and learning environments) as outlined by the National Board for Professional Teaching Standards.

Course Objectives:

1	Content: Students will demonstrate their understanding of content knowledge and pedagogical practices in their content area. They will demonstrate knowledge of developmentally appropriate content that is appropriate teaching across the full age range and ability level of their chosen grade levels.
2	Assessment: Students will demonstrate evidence of the ability as an effective and reflective practitioner in developing and applying knowledge of children; use of assessment to effectively plan for and positively impact children's learning; and collaboration to advance children's learning and growth.
3	Differentiation: Students will gather and analyze information from individual children's strengths and needs and use that information to design and instruction to advance children's learning and achievement. Students will use work samples to analyze the needed instructional choices for that child.
4	Learning environments: Requires video recording between the students and children. Students will describe, analyze and reflect on their teaching and interactions with children.

Course Assignments, Projects, and Evaluation

Students will be evaluated based on their performance in completing assignments such as the following:

All assignments are based upon clinical work in the EDU 694 student's classroom.

Portfolio consisting of assignments for Components 1, 2, 3, and 4:

Component 1: Online journal of specific content and pedagogy.

Component 2: Specific assignments on differentiation and equity

Component 3: Specific assignments on student engagement

Component 4: Specific assignments on assessment

4Cs: Students demonstrate critical thinking within their feedback on evidence and in assessing student learning. They demonstrate creativity within course design in order to engage students and provide support for diverse learners. They engage in communication and feedback to students and parents. They collaborate with K-12 students to encourage self-evaluation of learning; fellow EDU 694 students in relation to course content, and parents to promote engagement.

All assignments are due by midnight of the due date.

Course Evaluation:

This course will be evaluated based on the Pass/Fail option.

Class Time Management:

Students will be provided a calendar of online meeting sessions based on the Component attempting.

Emails to Instructor:

1. Assignment will be submitted to the assigned Google Classroom.

Naming Files:

2. Files must be labeled with the students last name and first initial, component number, assignment name
Sample: Hines L component 2 standards dissection assignment

Participation and Communication:

3. Contact instructor at lynn.hines47@gmail.com

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Covid-19

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to

comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center: <https://www.wku.edu/sarc/>

Standards Addressed in this course:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/Assessments
<p>Standard 1. Learner Development: The teacher shall understand 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 shall design and shall implement developmentally appropriate and challenging learning experiences. (1a,b,c)</p>	Component 2, 3, 4 Written commentary, contextual factors, evidence of student work, video
<p>Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (2a,b,c,d,e,f)</p>	Component 2, 3, 4 Written commentary, contextual factors, evidence of student work, video
<p>Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation. (3a,b,c,d,e,g,h)</p>	Component 2, 3, 4 Written commentary, contextual factors, evidence of student work, video
<p>Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (4a,b,c,d,e,f,g,h)</p>	Component 2, 3, 4 Written commentary, contextual factors, evidence of student work, video
<p>Standard 5. Application of content: The teacher shall understand 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. (5a,b,c,e,h)</p>	Component 1 Electronic journal of outside reading Component 2, 3, 4 Written commentary, contextual factors, evidence of student work, video
<p>Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. (6a,b,c,d,e,f,g,h,i)</p>	Component 2, 3, 4 Written commentary, contextual factors, evidence of student work, video
<p>Standard 7. Planning for Instruction: The teacher shall plan 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. (7a,b,c,d,e)</p>	Component 2, 3, 4 Written commentary, contextual factors, evidence of student work, video

<p>Standard 8. Instructional strategies: The teacher shall understand and use 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. (8a,b,d,e,f,g,h,i)</p>	<p>Component 1 Electronic journal of outside reading Component 2, 3, 4 Written commentary, contextual factors, evidence of student work, video</p>
<p>Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. (9a,b,c)</p>	<p>Component 2, 3, 4 Written commentary, contextual factors, evidence of student work, video</p>
<p>Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession. (10b,f,i,j,k)</p>	<p>Component 2, 3, 4 Written commentary, contextual factors, evidence of student work, video</p>

#	Course Learning Outcomes
1	Understand the commitment to students and their learning by recognizing individual differences and adjust practice accordingly; use a variety of learning and development theories to make informed decisions for instruction and practice the equitable treatment of students.
2	Demonstrate knowledge of how the subjects they teach are created, organized, and linked to other disciplines by incorporating effective practices in their teaching.
3	Improve the practice of managing and monitoring student learning by employing multiple methods to meet instruction goals, support student learning in varied settings and groups, value student engagement, and assess student progress to drive instruction.
4	Use feedback and research to improve practice and positively impact student learning.
5	Collaborate with other professionals to improve effectiveness and explore ways to work collaboratively with the community.

Student Learning Outcomes of Required Courses in Advanced Teacher Education:

Student Learning Outcomes	Demonstrate content knowledge of the academic discipline	Display the dispositions and skills of a professional educator	Evaluate data to inform instructional decisions	Integrate technology purposefully in instruction	Exhibit teaching competence in a clinical environment
EDU 502		✓			✓
EDU 503					
EDU 694			✓		
EDU 580	✓			✓	
EDU 560/TCHL 560		✓	✓		

CAEP Assessments		
Candidate Knowledge (Content)	Curriculum Project- 580	2: Learning Differences 4: Content Knowledge 5- Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice
Professional Skills and Dispositions	Dispositions Evaluation- 502 (beginning) and 560 (end)	1- Learner development 2- Learning Differences 9- Professional Learning and Ethical Practice
Data and Research driven decision making	Leadership Project- 560	9- Professional Learning and Ethical Practice 10- Leadership

<p>Integration of Technology in the discipline</p>	<p>Curriculum Project- 580</p>	<p>2: Learning Differences 4: Content Knowledge 5- Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice</p>
<p>Clinical Practice (integrated practices of diversity)</p>	<p>Classroom Culture and Management Project- 502</p>	<p>1- Learner development 2- Learning Differences 3- Learning Environments 6- Assessment 9- Professional Learning and Ethical Practice</p>