Jacksonville State University
College of Education & Professional Studies
Conceptual Framework

Initial Programs

The goal of the College of Education and Professional Studies is to develop Creative Decision Makers in the teacher education programs at Jacksonville State University. This model provides teacher candidates and other professional school personnel with a frame of reference by which they may focus on learning to make decisions quickly, continuously, and purposefully. It is imperative that the JSU teacher education program focuses on all three elements of knowledge, skills and professional dispositions for successful teacher candidates. Effective practice is predicated on a systematic subscription to a sound conceptual framework. This subscription is founded on pre-conceived values formed from a variety of experiences determined in pre-service preparation for teaching.

The developing education professional as a Creative Decision Maker is a reflective practitioner who is continuously refining the knowledge, skills, and professional dispositions of a critical thinker. Reflectivity can involve seeking insight into one's instruction, classroom management, relationships with colleagues and students, and a host of other elements that are important to a teacher (Helterbran, 2008). As a critical thinker, the candidate should exhibit the following dispositions: (a) a willingness to engage in a complex task, (b) habitual use of short and long-range plans, (c) flexibility, (d) willingness to abandon nonproductive strategies, and (c) an awareness of the social realities that need to be overcome so that thought can become actions (Halpern, 1998, p. 452). It is imperative that teachers should model and reinforce critical thinking and problem solving when guiding student-centered and collaborative lessons (Gallavan, 2005). Application of these principles with imagination to create new realities for students in the classroom is imperative for teachers and other professional school personnel.

To develop successful Creative Decision Makers in the College of Education and Professional Studies, each program strives to meet the criteria set forth by its mission statement and the eight learning outcomes that make up the goal of the Creative Decision Maker. Teachers and other school personnel make daily decisions related to each of the eight identified outcomes.

The eight learning outcomes that the College of Education and Professional Studies have deemed critical to the development of the Creative Decision Maker are as follows:

1. Educational Theory and Research
2. Content Pedagogy
3. Diverse Learners
4. Teaching Strategies and Techniques
5. Professionalism
6. Educational Environments
7. Communication and Technology
8. Assessment

I. The Creative Decision Maker reflects an understanding of educational theory and research.

Students come into the classroom with different abilities, learning styles, and personalities (Levy, 2008). It is critical that the teacher recognize these traits and be able to plan developmentally appropriate experiences to match these traits with the learning goals. Standard I states "teachers are committed to students and learning, which is the main factor of the planning process for educators. (National Board, 2003). The standards require teachers to be knowledgeable about learning and development, individual differences, motivation, self-concept, assessment, classroom management, and various approaches to instruction. Effective teachers should examine the learning goals for students and verify they have the essential strategies available in their teaching arsenal to ensure students are successful (Biehler and Snowman, 2006). Planning is an important process because teachers are being held accountable for what students are learning (Stecker, Lembke, and Frogen, 2008).

(Aligned with InTASC Principles 4—Content Knowledge and 7—Planning)

II. The Creative Decision Maker reflects an understanding of Content Pedagogy.

Creative Decision Makers understand their respective content, including facts, concepts, and principles of their discipline, as well as the relationships and interrelationships between each. Pedagogical content knowledge implies that if teachers are to be effective they need to possess, not only fine knowledge of the subject, but also an in-depth knowledge of how to present the subject matter for learners (Gustafson 1995). Overall content knowledge and ensuring that the knowledge is developmentally appropriate is what makes an effective teacher (Stork & Sanders, 2008). This content knowledge should be so developed, however, that it impacts a student for a lifetime and not just the class period (Kulinna 2008). The critical pedagogy emphasizes emancipation and social justice as key purposes of education, and therefore encourages the praxis of teaching character, knowledge and the life skills necessary for individuals to succeed. [Culpan, 2004]. Teacher concerns need to be focused on the impact they have on their students when teaching (Webster & Schempp 2008). Content knowledge or pedagogy, is a way to help teachers present the content standards or information to their students in ways that are easier for them to understand and interpret (Mishra &Koehler, 2006). Effective teachers know which principles to apply in different situations and how to modify principles or standards to help students learn (Rink, 2002). The effective teacher is one who knows how to take the content and present it in a variety of learning experiences for the student. A learning experience is a set of instructional conditions and events that give structure to student experience and is related to a particular set of objectives (Rink, 2002). Once this is accomplished, the teacher has successfully matched the learning experiences of the student with the learning objectives.

(Aligned with InTASC Principle 5—Application of Content)

III. Creative Decision Makers reflect an understanding of diverse learners.

Teachers and other school personnel should be sensitive to the needs of learners' environmental and societal influences. Students enter classrooms with different abilities, learning styles, and personalities. Educators must be able to see that all his/her students meet standards set before them (Levy, 2008). Classrooms today are made up of ethnically, racially, and culturally

diverse students. The increasingly diverse student population presents challenges to teachers, requiring them to adapt by becoming knowledgeable about the cultural backgrounds of their students and their abilities.

Teachers must be prepared to accommodate the learning styles of the diverse population and continue to meet educational standards (Allison and Rehm, 2007). Teachers must find out where students are when they come into the learning process and build on their prior knowledge to advance their learning (Levy, 2008). Teachers must live and work with a philosophy of inclusion for their students. It is no longer doing a student a favor to individualize their instruction; it is the norm (Collier, 2005). To effectively reach diverse student populations, educators must move from caring to believing, a concept that is rarely considered when discussing effectively educating minority students (Johnson, 2006). It is important to develop systematic assessment and evaluation strategies to evaluate readiness, as well as mastery of skills after instruction in the levels of acquisition, proficiency, maintenance, and generalization.

Multiple authentic assessments should be used. It is important to individualize so that all students can participate and allow content-specific activities to serve as methods of assessment (Debroux & Tate, 2001). According to Sleeter (2008), what diverse students need can be described as four characteristics that teacher education can support. Students need teachers who hold high expectations for their learning regardless of how they are doing now, teachers who can engage them academically by building on what they know and what interests them, teachers who can related to their families and communities, and teachers who can envision them as constructive participants in a multicultural democracy. When students come to school, they bring knowledge shaped by their families and community; they return home with new knowledge fostered by the school and its practitioners (Brown, Forde, and Richards, 2006).

(Aligned with InTASC Principles 1—Learner Development and 2—Learner Differences)

IV. Creative Decision Makers reflect understanding of teaching strategies and techniques.

New teachers must find ways of combining both contemporary and traditional teaching methods and theories to enhance the quality of their students learning experiences (Louange,

2007). Teacher preparation programs at Jacksonville State University equip new teachers with a repertoire of teaching/learning strategies. Learning and mastering a variety of strategies and methods will help a teaching professional to adapt and conform to his/her students' needs so the students can better understand the material being taught (Lopez &Schroeder, 2008). Teachers must have in place an arsenal of teaching strategies that will keep students interested and focused on the subject matter. They should incorporate these multiple teaching strategies in order to provide their students with the best learning opportunities noting that their programs should focus on student learning as the primary goal. It is the teacher that is ultimately responsible for selecting and organizing teaching content that is consistent with the National Standards, as well as presenting it in ways that are most effective for their students (Garrett, 2007, Ennis, 2003). Teachers need to be able to encourage students to become active learners who regulate their own learning through reflection and evaluation. Designing these lessons with active participation, variety in delivery format, and problem solving activities all help to keep the class interested (Fergason & Kapp, 2002, Brown, Forde, & Richards, 2006). Each strategy assigns different roles to the learner and the teacher for one or more teaching functions: teachers select an instructional strategy based on the nature of the content, the objectives of the teacher, and the characteristics of the learner (Rink 2002). Teachers need to provide their students in their teaching strategies the opportunity to practice, content which is taught to them in a sequence that makes sense, cognitively engaged materials, task-specific communication with the teacher and content which can be applied in an interdisciplinary setting (Ennis, 2003). The abundance of teaching techniques and strategies offered today, helps teachers to take complex skills and objectives and break them down into smaller or easier tasks that can be individually mastered by students at all levels (Fergason & Kapp, 2002).

(Aligned with InTASC Principle 4—Instructional Strategies)

V. Creative Decision Makers reflect an understanding of professionalism.

Teachers and other school personnel must model appropriate professionalism when relating to students, colleagues, supervisors, parents, and the community. As professionals, teachers must apply knowledge of the rights and responsibilities of students, parents, and school personnel. They must understand the school as an organization within the philosophical,

historical, social, and political context of a community to be a true professional. Teacher education programs need to embrace the reality that they are professional schools and refocus their work on the world of practice and practitioners (Levine, 2006). It has been widely discussed that professionalism is the most challenging aspect of preparing new teachers: Respect, Responsibility, and Risk-Taking (Phelps,). Professionalism can be described as exhibiting high levels of professional competence and conduct, showing respect to students possessing required credentials, presenting accurate and truthful information about programs and services provided, and modeling integrity with a "student first attitude (Phelps, Wuest & Bucher, 2006). Tichenor goes on to remind us that ideally, educational professionalism encompasses both attitude and behavior, and is exhibited by teachers with strong character, a commitment to continuous improvement, and involvement beyond the classroom. Developing elements of professionalism is a matter of awareness, commitment, and practice. Teaching professionals must take ownership of their job responsibilities, assignments, and personal conduct (Helterbran, 2008). In the College of Education and Professional Studies at JSU, it is imperative that we not only teach the knowledge and skills pertinent to teacher candidates but also instill positive dispositions.

Teachers are expected to be role models for their students and must carefully examine their behaviors, both in and out of the classroom. This means as professionals we should be committed to exemplifying and emphasizing appropriate conduct. Professionalism should be found while doing clinical experiences, cooperative education, field experiences, internship, practicum, and student teaching (Kramer, 2003, Mann & Murray, 2000, Verner, 2000). While candidates are in the program, they should pay attention to appearance, demonstrate self-confidence and expertise, and be an example to admire (Mann & Murray, 2000) from other disciplines. As they complete their training, they must understand their craft – the attributes, techniques, and ethics of the career they have chosen and share their knowledge with others around them (DiBrezzo, 2000). Once they begin their new career, they must discover that professional learning is something that must continue to happen while they are teaching and it is imperative that individually and collectively, to consider what they can do to ensure they are practicing the art and craft of teaching in a manner that is of service to the children's achievement and to society (Helterbran, 2008, Randall, 2008).

(Aligned with InTASC Principles 9—Professional Learning and Ethical Practices and

10—Leadership and Collaboration)

VI. Creative Decision Makers reflect an understanding of the educational environment.

Effective teachers take into account aspects of the educational context, including their expectations. They are careful to promote an atmosphere of positive expectations for their students. Effective teachers carefully structure the learning environment to match the needs of P-12 learners. They work to create appropriate interactive learning environments, organizing their time, space, and materials for successful classroom management and instruction. Effective teachers implement elements of successful classroom management. Classroom management refers to the teacher's actions used to manage student behavior and ensure a quality learning environment and consists of planning, providing a safe learning environment, teaching students, and responding to student behavior (Kulinna, Cothran, & Regualos, 2006, Backes & Ellis, 2003). Good classroom management is believed to be an essential first step toward becoming a good teacher. It has the largest impact on students' achievement in the classroom (Ayers, 2001, Kulinna, 2006). As we prepare new teachers we need to focus on what will make them successful in the classroom and produce effective student learning. The purpose of organization and management is to prevent problems, creating more time for instruction. By better understanding what student misbehaviors may occur in classes, better programs can be designed to help pre-service teachers be successful in their transition to the schools and help in-service teachers modify their current practices (Garrahy, Cothran, & Kullinna, 2005).If teachers want fewer student misbehaviors, they must provide engaging, meaningful, and developmentally appropriate lessons and units. Students describe effective classroom managers as ones who set early and clear standards (Cothran & Kulinna, 2007). Having a proactive management plan works best if one carefully considers and integrates their own teaching, coaching or leadership style, unique individual and group needs; and the instructional environment Utilizing a proactive classroom management plan would result in more positive and responsive teaching, increased focus on social and emotional teaching, and more focus on parent involvement in children's education than in control classrooms (Lavay, French, & Henderson, 2006, Webster-Stratton, 2008).

(Aligned with InTASC Principle 3—Learning Environment)

VII. Creative Decision Makers reflect an understanding of the impact of communication and technology.

It is vital as a teacher education program; we are continuously developing preservice teachers' skills in communication and technology. The rapidly changing field of information and communication technologies can make becoming, and remaining, a technology competent teacher a daunting task (Kingsley, 2007). Though technology is growing and becoming easier to us, the majority of communication that teachers have with peers, parents and administration is through speech (Clements & Kuperberg, 2008). Learning to communicate in is part of effective teacher talk and effective classroom management and good communication skills have been shown to improve academic performance in student learning (Prusak, 2005, Clements & Maureen, 2008). It is important that new teachers learn a variety of communication skills. According to Clements and Kuperberg (2008), educators and other professionals must be able to demonstrate effective verbal and non-verbal communication. The goal as educators is to leverage communication as a powerful means to improve teaching and learning in our schools.

Teachers and other professional school personnel are increasingly using technology to enhance student learning. Candidates well versed in technology and its application in the educational setting have the ability to enhance learning, increase productivity, and promote creativity when paired with traditional instructional tools. A variety of technology formats to communicate information and ideas effectively with P-12 students, colleagues, and the community can be taught and modeled by teachers and other school personnel who are well versed in technology applications. As the use of technology grows, teachers' understanding of how to use it effectively in the learning and teaching process must also grow. No longer is the classroom limited to four walls with a teacher using direct instruction (Livingston, 2004, Adcock, 2008).

An important emphasis of teacher education programs is to prepare teacher candidates to infuse technology into teaching (Pringle, Dawson & Adams, 2003). New teachers are in a position where they can implement technology in their classes in order to make them more effective and to make student learning more relevant. Evidence shows that the use of technology as an instructional tool can be beneficial to both students and the teacher. Technology can enable

teachers to create more developmentally appropriate environments for their students as well as promote more student autonomy during learning (Thornburg & Hill, 2006). In classrooms that use technology successfully, the teacher is often not the center of learning but a facilitator of the learning activities (Adcock, 2008). It is imperative that the teacher education program continue to embrace technology as does its students in the 21st century. Studies have shown that teacher candidates' confidence in their technology skills are directly related to how well they feel they were prepared to use technology in their teacher preparation programs (Stevenson-Bagnall & Pratt, 2001). The Partnership for 21st century skills (2007) suggests teaching and learning in the 21st century require that both students and teachers have subject specific knowledge, learn skills, use 21st century tools to foster learning, teach and learn in the 21st century context, connect learning to the real world, and use assessments that measure 21st century learning.

(Aligned with InTASC Principle 10—Leadership and Collaboration)

VIII. Creative Decision Makers reflect an understanding of the importance of the use of assessment to improve student learning.

Assessment is an important component throughout the candidates' educational experiences, beginning with admission to the College of Education and Professional Studies and culminating with evaluation of the internship semester. Assessing knowledge, skills, and dispositions throughout the program is essential in preparing candidates to become creative decision makers. Assessment activities are equally important to students and teachers in the P-12 educational settings. Throughout the various educational programs offered by the CEPS, candidates learn the importance of designing and implementing a variety of formal and informal assessment strategies and formative and summative assessments to evaluate the development of the P-12 learner. Candidates are taught that P-12 learner assessment should be a continuous process. As Even (2005) suggests, helping teachers to learn to use assessment data for instructional decision making is essential. Educators continually search for new ways to assess student learning and performance (Ciccomascolo & Riebe, 2008). Since assessment is an integral component of the education process, teachers must implement assessment tools correctly to achieve the highest level outcomes for student learning to take place.

Each type of assessment strategy helps the teacher combine information to achieve the best learning environment and results for the students (Wuest & Bucher, 2006) It is necessary for teacher education programs to teach candidates the importance of authentic assessments and that they be aligned with standards. Assessments aligned with standards measures the degree students can demonstrate, in context, their understanding and performance relative to identified standards of learning. It is essential for students to know what is expected of them for success in the unit. Teachers need to develop techniques that will allow them to authentically assess the full range of student learning. The implementation of authentic assessment is vital because it requires students to apply many skills acquired in class and this will allow students to use these skills as a foundation of further learning (Wright & Van de Mars, 2004, Mintah, 2003). The teacher education program must make it clear to candidates that it is the teachers' responsibility to make informed decisions about assessments they select to sue with their students. By making good informed decisions, teachers will ensure a valuable assessment process that provides quality information regarding students progress towards identified outcomes (Johnson, 2005). The benefits in using assessments provides teachers with a clarification of what students are to know and be able to do, creates consistency in evaluating performance, and gives students clear targets for success.

When developing assessments, teachers need to take into consideration the following: age and gender of the student, constructive learning, and create an atmosphere that is instructional and fun. Once accurate and sufficient data is collected, placements, planning, modifications, instruction, and feedback are easier, more valid, and effective (Morton & Liberman, 2006). This transformation of a teacher education process based on standards is complex and will require significant changes in the way teacher education candidates are prepared and assessed. Zeichner (2006) argues that educators need to focus on the following: (a) work to redefine the debate about the relative merits of alternative and traditional certification programs, (b) work to broaden the goals of teacher education beyond raising scores on standardized achievement tests, (c) change the center of gravity in teacher education to provide a stronger role for schools and communities in the education of teachers, and (d) take teacher education seriously as an institutional responsibility or do not do it.

The goals and objectives of the Creative Decision Maker model and the knowledge bases are derived from the JSU educational learning outcomes, the Alabama State Department of Education standards, and the professional standards determined by the appropriate learned societies and professional associations.

(Aligned with InTASC Principle 6—Assessment)

Advanced Programs

The *Creative Decision Making Model* is not only a focus of undergraduate programs at JSU, but continues to be a focus of advanced programs as well. Based on the *INTASC* & *Alabama Quality Teaching (AQT)* standards for use with undergraduate programs, the *JSU Conceptual Framework* is the *Creative Decision Making Model* including the eight learning outcomes: 1) Educational Theory and Research, 2) Content Pedagogy, 3) Diverse Learners, 4) Teaching Strategies and Techniques, 5) Professionalism, 6) Educational Environment, 7) Communication and Technology, and 8) Assessment. The eight learning outcomes of the *Conceptual Framework* are relative for advanced programs and provide extended support for graduate students with advanced use of the eight learning outcomes (JSU CEPS, 2011).

Program Objectives found in advanced programs are standards-based as all of the advanced programs at JSU have aligned their coursework and course objectives to the *JSU Conceptual Framework.* In addition to the program alignment with the *JSU Conceptual Framework* selected *JSU College of Education and Professional Studies' (CEPS)* advanced programs have been aligned with standards from reputable national program accrediting agencies. The alignment of programs to *National Board for Professional Teaching Standards (NBPTS) Five Core Propositions* provides relevant unit data. The *NBPTS Five Core Propositions* are as follows:

1. Teachers are Committed to Students and Their Learning
2. Teacher Know the Subjects They Teach and How to Teach Those Subjects to Students
3. Teachers are Responsible for Managing and Monitoring Student Learning

4. Teacher Think Systematically about Their Practice and Learn from Experience

5. Teachers are Members of Learning Communities (NBPTSb, 2011)

The *NBPTS* standards were established to foster the professional growth of teachers and have certified more than 91,000 teachers since its inception in 1987 (*NBPTSa, 2011).* In recent years *NBPTS* expanded to include certification not only for teaching programs, but also for Library Media and Counseling which are initial training programs at the graduate level (NBPTSd, 2011). Isenberg (2003), working as a visiting scholar with *NBPTS,* developed a guide for using *NBPTS* standards to redesign Master's degree programs. Isenberg states that using *National Board Standards* with advanced programs provides "an opportunity to advance the development of high quality programs…" (p. 17). In order to enhance quality and accountability *JSU's* graduate programs have integrated NBPTS standards and *JSU CEPS Conceptual Framework Learning Outcomes* into advanced program objectives and requirements.

Retaining educators is a focus of many school systems (Berry, Fuller, et al, 2011). University training programs should also support this focus. Although Goldhaber and Hansen (2007) determined that *National Board* certification did not seem to influence retention of teachers, the authors found that *National Board Certified Teachers (NBCTs)* have greater employment mobility than uncertified peers and seek more favorable teaching assignments. The alignment of advanced programs to the *NBPTS* standards allows JSU candidates to have a competitive edge when seeking favorable employment.

Berry (2005; Berry & King, n.d.) indicated that without the training and opportunities to lead, *National Board Certified Teacher (NBCT)s* would not have the needed impact on school improvement. Advanced programs provide a forum for leadership opportunities and higher level training for candidates. *Creative Decision Makers* in *JSU* advanced programs exhibit professionalism while being challenged to lead with enhanced communication and utilization of technology demonstrating *JSU Learning Outcomes V Professionalism* and *VII Communication and Technology*. Higher training levels are supported with research throughout program progression indicative of *JSU Learning Outcome I Educational Research and Theory*. Educational Specialists are further required to complete and professionally present Capstone research projects that prominently exhibit leadership and higher level thinking and training.

Keller (2007) reported that more research evidence supports the effectiveness of the *NBPTS* credential, especially when certified teachers work with poor and minority children. *JSU's Conceptual Framework: The Creative Decision Maker* guides the effectiveness of educators in practice, as well as in real world clinical experiences. *JSU Learning Outcome IV Teaching Strategies and Techniques* is introduced in originating graduate programs and fostered in developing advanced programs. *Learning Outcome III Diversity* is infused throughout the advanced placement curriculum. Teaching methodology, represented in the *Conceptual Framework Learning Outcomes* as *Learning Outcome II Content Pedagogy* continues undergraduate program goals and plays an important role for candidates in advanced programs. These candidates are already in the work force and are seeking expansion of skills in current positions or seeking certification in new initial programs. Work experiences incorporated into class discussions and coursework allow candidates in advanced programs to better understand the importance of value-added methodologies.

According to a 2007 report from the *Center for Teaching Quality* value-added methodologies "represent an important statistical breakthrough in analyzing standardized test results for signs of student progress and teacher performance" (p. 22). Cantrell, Fullerton, Kane, & Staiger (2007) stated that the high value added teacher was one whose students had higher than expected test scores over prior years (p. 22). This combination of standards and practice, coupled with results provide a better view of teachers' and students' success. School systems are reviewing test data from approximately three years to gain more accurate indicators of teacher success. Meeting *JSU's Learning Outcomes VI Educational Environments and VIII Assessment* in selected advanced program courses provide the opportunity for students to enhance the learning environment while utilizing important assessment information.

Citing the importance of retaining the most effective educators Cantrell et al (2007) criticized how *NBPTS* scores are being used, urging generation of and use of *NBPTS* results earlier in teachers' careers. It would seem that value would be added when candidates are exposed to the *NBPTS* standards while matriculating through advanced programs.

Reflection and self-analysis is an integral part of the process for NBPTS Certification. Reflective practice is a beneficial process for educators (Schussler, Stooksberry & Bercaw, 2010;

Wagner, 2006; Labrie, Brdarevic, & Russell, 2000). Reflection on plans, actions, possibilities, and dispositions are a part of the educational process for JSU students and reflective practice is evident throughout advanced programs at JSU. As students matriculate Master and Educational Specialists programs, reflection is an ongoing process culminating with a comprehensive exam, an electronic professional portfolio presentation and/or the presentation of Capstone project research. These final requirements generally meet the needs of all eight *JSU Learning Outcomes*. Reflection is a key ingredient as students complete advanced degree requirements.

National Board Certified Teachers (NBCTs) produce greater student achievement gains than their counterparts; especially for lower achieving students (NEA, 2008; Vandevoort, Amrein-Beardsley, & Berliner, 2004; Cavalluzzo, 2004; Smith, Gordon, Colby, & Wang, 2005). This is countered by research that indicates it is unclear whether *NBPTS* certification improves overall teacher effectiveness (Harris & Sass, 2009 & 2007; Goldhaber & Hansen, 2007). NBCTs address key educational issues improving student learning, meeting high, rigorous standards, understanding and individualizing instruction (NBPTSc, 2011). After reviewing the literature, the *JSU Conceptual Framework* committee identified the *NBPTS* standards as a credible means for advanced program alignment. Advanced programs are aligned with the *JSU Conceptual Framework Eight Learning Outcomes and with the NBPTS Five Core Propositions.* The advanced program chairs and program faculty scrutinized courses and aligned program instruction criteria to the *NBPTS* standards for advanced programs. A copy of advanced program alignments is found in the following table:

The Five Core Propositions with Aligned JSU Learning Outcomes

Proposition 1: Teachers are Committed to Students and Their Learning

- ✓ NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- ✓ They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

- ✓ NBCTs understand how students develop and learn.
- ✓ They respect the cultural and family differences students bring to their classroom.
- ✓ They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- ✓ NBCTs are also concerned with the development of character and civic responsibility.

JSU LO - III. Diverse Learners -Teacher candidates and candidates for other professional school personnel roles exhibit knowledge, competence, and sensitivity working with diverse populations in diverse settings to maximize student development. (InTASC Principles 1 & 2)

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

- ✓ NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- ✓ They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- ✓ They are able to use diverse instructional strategies to teach for understanding.

JSU LO - II. Content Pedagogy - Teacher candidates and candidates for other professional school personnel roles demonstrate appropriate pedagogical content knowledge to help all students learn. (InTASC Principle 5)

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- ✓ NBCTs deliver effective instruction. They move fluently through a range of

instructional techniques, keeping students motivated, engaged and focused.

- ✓ They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- ✓ NBCTs know how to assess the progress of individual students as well as the class as a whole.
- ✓ They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

JSU LO - VI. Educational Environments - Teacher candidates and candidates for other professional school personnel roles learn to create appropriate interactive learning environments for the needs of P-12 learners. (InTASC Principle 3)

JSU LO - VIII. Assessment - Teacher candidates and candidates for other professional school personnel roles understand and apply various assessment strategies and techniques to evaluate and ensure the continuous intellectual and social development of the learner. (InTASC Principle 6)

4 Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- ✓ NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- ✓ They 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.

JSU LO - I. Educational Theory and Research- Teacher candidates and candidates for

other professional school personnel roles demonstrate the ability to apply best practices in teaching that are research and knowledge based. (InTASC Principles 4 & 7)

JSU LO - IV. Teaching Strategies and Techniques - Teacher candidates and candidates for other professional school personnel roles learn to apply a variety of teaching techniques and technologies that address the needs of P-12 learners. (InTASC Principle 4)

Proposition 5: Teachers are Members of Learning Communities.

- ✓ NBCTs collaborate with others to improve student learning.
- ✓ They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- ✓ They work with other professionals on instructional policy, curriculum development and staff development.
- ✓ They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- ✓ They know how to work collaboratively with parents to engage them productively in the work of the school.

JSU LO - V. Professionalism - Teacher candidates and candidates for other professional school personnel roles understand and demonstrate the qualities and dispositions associated with professional collegial activities. InTASC Principles 9 & 10)

JSU LO - VII. Communication and Technology - Teacher candidates and candidates for other professional school personnel roles apply appropriate effective communication and classroom technology skills to enhance learning, increase productivity, and promote creativity when used with traditional instructional tools. (InTASC Principle 10)

(National Board for Professional Teaching Standards: The Five Core Propositions. Retrieved online June 15, 2011; JSU College of Education and Professional Studies Conceptual Framework Eight Learning Outcomes. Retrieved online June 13, 2011)

Only one program, Educational Leadership, differs from this process. Although NBPTS has future plans for the Educational Leadership certification, this area does not currently offer certification. Educational Leadership faculty mapped coursework to the *Interstate School Leaders Licensure Consortium (ISLLC)* standards rather than *NBPTS*. The *ISLLC* standards were developed under the *Council of Chief State School Officers* and the *National Policy Board of Educational Administration* (Martin, et al, 2005). According to Martin et al (2005) NCATE and ISLLC standards are aligned. The Master's and Educational Specialist's degrees in Instructional Leadership are aligned with Alabama State Department of Education (ALSDE) standards as well as ISLLC standards.

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