

NB 2.4: Component 4 - Effective and Reflective Practitioner

Syllabus

Contents

Course Information	2
Instructor Information	2
Textbook and Course Materials	2
Course Description	2
Credit Hours.....	2
Prerequisites and/or Co-requisites	2
Learning Outcomes.....	2
Course Format and Design	3
University Information and Policies	3
University Mission Statement.....	3
Special Needs and Accommodations.....	4
Honor Code	4
Student Handbook	4
Technology Requirements	4
Instructional Technology	4
Learning Center	5
Hofheimer Library	5
Nondiscrimination Statement	5
Diversity Statement.....	5
Course Policies	5
Participation	5
Late Work	6
Makeup Work.....	6
Extra Credit.....	6
Netiquette Guide.....	6
Strategies for Success	7
Course Grades and Assignments	7
Pass/Fail Determination	7
Grade Allocation	7
Assignment Descriptions.....	7
Course Schedule	10
Collaborative Learning.....	13
Hints for Success in Your Online Course	13

Course Information

Instructor Information

See the online course in Blackboard for instructor contact information and availability.

Textbook and Course Materials

["What Teachers Should Know and Be Able to Do"](#) (Download from the National Board for Professional Teaching Standards website)

Downloaded articles and videos provided in Blackboard.

Course Description

Designed for individuals who are currently teaching in a classroom setting. Introduces teachers to the mission, goals, and processes of the National Board for Professional Teaching Standards. They explore and determine their levels of interest in seeking National Board Certification. While the course encourages teachers to seek National Board Certification, it serves as an opportunity for teachers to consider strategies to improve their teaching and to impact student learning. They investigate and demonstrate effective and reflective practices across their specific curricula and grade level (K-12) through use of professional journals and reference materials, production of a unit of study, designing and executing a formative, summative and student self-assessment, videotaping a conference with a student, identifying a professional learning need and student learning need. Pass/fail grading. Offered each semester and Summer Session.

Additional description from the faculty

Acquaints educators with the foundations of the National Board for Professional Teaching Standards and the National Board process, a powerful professional growth experience. At the same time participants will examine their own teaching practice and their readiness for pursuing certification. Completion of the course is not required for certification and does not guarantee certification.

Credit Hours

One non-degree semester hour

Prerequisites and/or Co-requisites

No prerequisite or co-requisites

Learning Outcomes

Students who successfully complete this course will be able to:

1. Identify their certificate area of choice and read the directions specific to their certificate area.
2. Demonstrate knowledge of their component 4 certificate area requirements by synthesizing information from the level 4 rubric, component standards and written commentary guiding questions.
3. Understand the 5 core propositions as the foundation of National Board Certification and accomplished teaching.
4. Describe the standards that align with component 4, demonstrate the exemplification of these standards in their own practice and identify ways to improve current practice.
5. Synthesize students' cognition and social emotional competencies to construct a holistic profile of their group of students.
6. Demonstrate their knowledge and use of formative assessments as a tool to gather data and make informed instructional decisions.
7. Construct a formative assessment that clearly and concisely aligns with unit objectives.
8. Analyze his/her methods of designing and implementing student self-assessment to inform instruction as well as a tool for guiding students toward goal setting, self-monitoring and self-reflection.
9. Design a self-assessment that is developmentally appropriate for their class and aligned to objective(s).
10. Evaluate the effectiveness of the self-assessment as a goal setting, self-monitoring and self-reflection tool.
11. Design a summative assessment that aligns with the unit objectives and the formative assessment and offers differentiation.
12. Create differentiation in the administration of district mandated summative assessments.
13. Employ reflective practice to identify a professional learning need.
14. Demonstrate how they work collaboratively with families to impact student learning.
15. Describe how learning communities will support your work around the learning need of your students, grade level or school.

Course Format and Design

This course is offered fully online in modular format. The course is designed to provide students with a variety of learning experiences and equip students with learning resources and activities that enable learning outcomes.

University Information and Policies

University Mission Statement

Prepare each student for a meaningful life and career

The mission of Virginia Wesleyan University is to engage students of diverse ages, religions, ethnic origins, and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the university employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United

Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

Special Needs and Accommodations

Virginia Wesleyan University is committed to giving all students the opportunity of academic success. If you are a student who is requesting accommodations based on the academic impact of a disability, speak to your instructor about your accommodations letter and specific needs. If you do not have an accommodations letter for this course, you will need to visit or call for an appointment with a disability support specialist to coordinate reasonable accommodations. Visit [Virginia Wesleyan University Disability Support Services](#) on the Web.

Honor Code

As a liberal arts university, Virginia Wesleyan is committed to values of citizenship and social responsibility fundamental to a community of scholars. People who join this academic community agree to maintain academic honesty and, therefore, not to cheat, lie, falsify data, or commit plagiarism or academic theft. Refer to the [Virginia Wesleyan Honor Code](#) for definitions, rights, responsibilities, and procedures.

Student Handbook

All students are expected to uphold the university's mission statement and abide by the university's honor code, the Virginia Wesleyan Creed, and all other standards that govern the conduct and behavior of students. For more information, refer to the [student handbook](#).

Technology Requirements

Online courses require that you have access to a computer with a reliable Internet connection (high-speed access recommended). A backup plan is recommended in the event of an Internet outage.

You will need to have access to and be able to use the following:

- A Web browser (Google Chrome or Mozilla Firefox is recommended.)
- Adobe Acrobat Reader ([Get Adobe Acrobat Reader free.](#))
- Microsoft Office 365 ([Get Office 365 free.](#))
- A Virginia Wesleyan e-mail account

For assistance with passwords and user IDs, contact the [Virginia Wesleyan Help Desk](#).

For assistance with Blackboard, please contact [the Help Center](#).

Instructional Technology

For information, support, and training in the academic software of the university, refer to the university's department of [Instructional Technology](#).

Learning Center

Contact the [Learning Center](#) for the following services:

- Academic advocacy and communication
- Academic planning and workshops
- Academic tutoring
- Computers and assistive technology
- Disability support services
- Individualized writing assistance
- Speech lab

Hofheimer Library

The Hofheimer Library supports the Virginia Wesleyan community by providing services, resources, and facilities that advance the academic program. Visit the [Hofheimer Library](#) on the Web for information, resources, services, and hours.

Nondiscrimination Statement

Virginia Wesleyan University does not discriminate against students of any race, religion, color, creed, gender, national and ethnic origin, age, marital status, covered veteran status, handicap, sexual orientation, or any other legally protected status in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs and facilities.

Diversity Statement

Virginia Wesleyan University values the benefits of its diversity. We are committed to educating the campus community about issues of diversity. The campus promotes freedom of thought and opinion in the spirit of mutual respect. Our campus community is enriched through programs, activities, and interactions by celebrating our uniqueness as well as our commonalities.

This commitment to diversity links programs and services that support the distinctiveness of individuals regardless of racial and ethnic backgrounds, physical and cognitive abilities, family status, sexual orientation, gender identity, socioeconomic status, age, and religious and spiritual values.

An essential feature of this community is an environment in which all students, faculty, administrators, and staff are able to study and work free from bias and harassment. Such an environment contributes to the growth and development of each member of the community.

Course Policies

Participation

Students are expected to complete all discussions, assignments, and module reflections on time. The final project is due on the last day of Module 7.

Late Work

As stated in the grading policy, any late work will only be allowed with prior approval from the instructor.

Makeup Work

There will be no make-up work. Any late work must have prior approval from the instructor.

Extra Credit

No Extra Credit will be given.

Netiquette Guide

- **Ask questions:** If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.
- **Participate:** Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.
- **Do not dominate a discussion:** Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
- **Be intellectually rigorous:** Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- **Be tactful:** Be critical of ideas but remember that there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
- **Forgive other students' mistakes:** Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.
- **Read the whole thread before posting:** Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- **Be concise:** Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
- **Reread and check your posts:** Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
- **Cite your sources:** If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
- **Maintain confidentiality:** Respect your classmates' privacy. Do not repeat the personal information that others share.
- **Report technical problems:** If the platform is not working properly, please let your instructor know as soon as possible.

Strategies for Success

The best key for success in this course is to stay involved. Email the instructor if you have questions, talk with your classmates in the discussion boards, and stay on top of your assignments.

Course Grades and Assignments

Pass/Fail Determination

The student must earn at least 70% of the course's 96 points to earn a Pass grade for the course.

Grade Allocation

Graded Item	Point Range	Calculated Weight	Due Date
Module Discussions	0-3 points for each of 7 modules	2.38% for each of 7 modules	Initial response due by Wednesday at 11:59 PM. Two replies to classmates' responses due by Sunday at 11:59 PM.
Module Assignments	0-5 points for each of 7 modules	3.97% for each of 7 modules	Assignment due by the last day of the module at 11:59 PM.
Module Self-Assessments	0-5 points for each of 7 modules	3.97% for each of 7 modules	All self-assessments are due by the last day of the module at 11:59 PM.
Final Project—lesson plan	0-5 points	27.76%	Lesson Plan due by the last day of Module 7 by 11:59 PM.
Course Total	0 – 96 points	100%	

Assignment Descriptions

Grades for Discussion Board Prompts

Students earn up to 1 point for initial response and 1 point for each reply response, for a total of up to 3 points. Initial responses and replies must meet EdTech Leaders Online [Discussion Board Expectations](#) to receive full credit.

Grades for Module Assignments and Module Reflections

Assignments Reflections for each module will be graded using the following rubric:

Point Value	Characteristics of Work Submitted
5	<ul style="list-style-type: none">• Work completely and clearly answers all questions, prompts, and/or directions.• Work includes insight and thoughtful comments that can be supported with evidence.• Work has very few errors in grammar, spelling or mechanics.
4	<ul style="list-style-type: none">• Work clearly answers most questions, prompts, and/or directions.• Work demonstrates an understanding of the questions, prompts, and/or directions and some supporting evidence.• Work has few errors in grammar, spelling or mechanics.
3	<ul style="list-style-type: none">• Work answers all or most questions, prompts, and/or directions, although portions of responses are unclear.• Work shows minimal ideas with some supporting evidence.• Work has errors in grammar, spelling or mechanics.
2	<ul style="list-style-type: none">• Work answers some questions, prompts, and/or directions, and responses are overall unclear.• Work includes vague statements with little supporting evidence.• Work has significant errors in grammar, spelling or mechanics.
1	<ul style="list-style-type: none">• Work does not answer questions, prompts, and/or directions.• Work does not include supporting evidence.• Work does not reflect graduate course level quality and has errors in grammar, spelling or mechanics.
0	<ul style="list-style-type: none">• No work was submitted.

Grade for Final Project (Lesson Plan)

Lesson plan will be graded using the following rubric:

Point Value	Characteristics of Work Submitted
5	<ul style="list-style-type: none">• Entry thoroughly addresses all the components of the lesson plan.• The lesson plan has a clear and concisely stated objective (s)• Assessments and learning tasks are clearly and concisely aligned with stated objectives• Significant modifications are made to instruction based on formative assessment data.
4	<ul style="list-style-type: none">• Entry addresses most of the components of the lesson plan. (7 out of 10 sections)• Lesson plan has a clear stated objective (s).• Assessments and learning tasks are clearly aligned with stated objectives.• Adequate modifications are made to instruction based on formative assessment data.
3	<ul style="list-style-type: none">• Entry addresses 5-7 of the components of the lesson plan.• Lesson plan has a stated objective(s).• Assessments and learning tasks are aligned with stated objectives.• Some modifications are made to instruction based on formative assessment data.
2	<ul style="list-style-type: none">• Entry addresses 3-5 components of the lesson plan.• Lesson plan has an unclear objective(s).• Assessments and learning tasks are somewhat aligned with stated objectives.• Few modifications are made to instruction based on formative assessment data.
1	<ul style="list-style-type: none">• Entry addresses 1-3 components of the lesson plan.• Lesson plan has no stated objective(s).• Assessments and learning tasks are not aligned with stated objectives.• No modifications are made to instruction based on formative assessment data.
0	<ul style="list-style-type: none">• No work was submitted.

Course Schedule

Refer to the [academic calendar](#) for important university dates.

The instructor reserves the right to make necessary changes, additions, deletions, and revisions to the course schedule as needed.

Module	Readings	Assignments Due
Module 1: Component 4: Overview of Requirements	<ul style="list-style-type: none"> • Certificate Area Standards • What Teachers Should Know and Be Able to Do • Component 4 Element Connections graphic • NBPTS: Propositions in Practice 	<ol style="list-style-type: none"> 1. Written response to discussion questions. 2. Assignment: Completed Standards in Practice graphic organizer 3. Assignment: Making Connections Graphic Organizer/Written Commentary
Module 2: Knowing Your Students- Building a comprehensive group information profile	<ul style="list-style-type: none"> • What Teachers should Know and Be Able to Do: Proposition 1 • Topic: Knowing your students <ul style="list-style-type: none"> ○ Helping Students Learn Starts with Learning About Students ○ Demonstrating Knowledge of your students ○ Knowing All Our Students • Topic: Multiple Intelligences <ul style="list-style-type: none"> ○ A Beginner's Guide to MI ○ The Components of MI • Topic: Social Emotional Learning <ul style="list-style-type: none"> ○ Casel.org--infographic ○ Erickson's Theory of Social Emotional Development 	<ol style="list-style-type: none"> 1. Written response to discussion question 2. Assignment: Knowing Your Students Survey (Group Profile) 3. Lesson Planning (final project check-point; no submission due in this module)
Module 3: Formative Assessment	<ul style="list-style-type: none"> • What Teachers should Know and Be Able to Do: Proposition 3 (assessment) • Certificate area standard that relates to assessment (National Boards for Professional Teaching Standards website) • What is Formative Assessment? What are the benefits? 	<ol style="list-style-type: none"> 1. Written response to discussion question 2. Assignment: Submit formative assessment with justification of relevance to objective(s)

Module	Readings	Assignments Due
	<ul style="list-style-type: none"> Using Formative Assessment to Increase Learning Lexicon of Formative Assessments Video: Assess and Plan with exit tickets Formative Assessment infographic 	<p>and increase in student learning.</p> <p>3. Unit Planning (final project check-point; no submission due in this module)</p>
Module 4: Use of Student Self-Assessment	<ul style="list-style-type: none"> Read The 5 core propositions “What Teachers Should Know and Be Able to Do”: proposition 3 The Role of Self Assessment Self Assessment Tools Fostering Goal Setting 5 tips for Managing the Feedback Workload 7 Keys to Effective Feedback Student reflection 	<p>1. Written response to discussion question</p> <p>2. Assignment: Submit a video or audio file of you conferencing with a student. The video or audio should highlight your use of providing effective feedback to a student to support goal setting, self-monitoring and reflection Upload the student self-assessment used or be certain it is visible in the video.</p> <p>3. Unit planning (final project check-point; no submission due in this module)</p>
Module 5: Designing and Implementing Summative Assessment to Measure Academic Proficiency/Learning Outcomes	<ul style="list-style-type: none"> Read National board standard relating to assessment. 5 Core propositions “What Teachers Should Know and Be Able to Do”: propositions 3 and 4 Differentiating Summative Assessment Summative Assessment: Measuring Student Learning at Key Points in a Unit 	<p>1. Written response to discussion question</p> <p>2. Assignment: Upload (or, if copyrighted, provide a description) a district mandated summative assessment that you have previously given to students. Formulate a plan on how you can differentiate this summative assessment by readiness, interest and learning profile. Be clear, concise and consistent.</p>

Module	Readings	Assignments Due
		3. Unit Planning (final project check-point; no submission due in this module)
Module 6: Identifying a Professional Learning Need	<ul style="list-style-type: none"> National Board of Professional Teaching Standards: Proposition 5 National Board of Professional Teaching Standards: Certificate area standard on Collaboration with Colleagues Topic: Professional Learning Communities <ul style="list-style-type: none"> What is a Professional Learning Community? Professional Learning Communities: The Surest, Fastest Path to Instructional Improvement Topic: Being a Reflective Practitioner to identify a Professional Learning Need <ul style="list-style-type: none"> Using Reflective Practice to Identify a Professional Learning Need Three Reflective Practices for Effectiveness 	<ol style="list-style-type: none"> Written response to discussion question Assignment: After implementing reflective practice, identify challenges, concerns or areas of focus/interest within your teaching practice. Describe your challenges or areas of concern within your teaching practice. How might learning communities support your work around your PLN to positively impact student learning in your classroom, grade level or school? This task can be completed in the format of your choice. (essay, video, audio, image, charts, PowerPoint, journal writing) Unit Planning (final project check-point; final submission due in module 7)
Module 7: Identifying a Student Learning Need	<ul style="list-style-type: none"> Topic: What Teachers Should Know and Be Able to Do <ul style="list-style-type: none"> National Board of Professional Teaching Standards Proposition 5 National Board of Professional Teaching Standards <ul style="list-style-type: none"> Certificate area standard on Collaboration with Colleagues Certificate area standard on Knowing your Students 	<ol style="list-style-type: none"> Written response to discussion question Assignment: How has this course changed your perspective of being an effective and reflective teacher? What are the essential take-aways from your work throughout

Module	Readings	Assignments Due
	<ul style="list-style-type: none"> ○ Identifying Student Learning Needs and Forming Action Teams • Topic: Professional Learning Communities <ul style="list-style-type: none"> ○ What is a Professional Learning Community? ○ How Professional Learning Communities Impact Student Success 	<p>these 7 modules? Compose an essay.</p> <p>3. Submit final project.</p>

Collaborative Learning

Collaborative learning, through engagement of other students, is a key ingredient of participatory learning. Students can expect each online course to have some degree of collaborative learning. The type of collaboration may be minimal and take the form of weekly small group discussions.

Alternatively, the type of collaboration may be a major virtual team project that requires weekly and substantive participation from all members. Regardless of the type of collaborative learning, all students are expected to participate in a timely, substantive, on-subject, professional, and complete manner.

Hints for Success in Your Online Course

1. Be sure you have access to proper computer equipment, Internet service, and software as listed above.
2. Designate certain times each week to work on your course. Plan ahead, avoid procrastination, even out your workload, and absorb material before moving on.
3. Have a specific achievement goal for each log-on session to help you accomplish what you need to get done and avoid distractions
4. Actively participate in discussions. Meaningful interchange will lead to better understanding of various aspects of the course and also contribute to the personality and warmth of the online class community.
5. If assigned to an online team or study group, work with your team members actively from the start. Thus, team members will benefit from the other group members' ideas and experiences and can depend on one another to complete assigned tasks.
6. Practice an informal but organized, concise, and clear writing style that aids online communication.

7. Venture beyond the classroom. The Internet medium of the online classroom gives ready access to electronic libraries and to pertinent websites that offer a significant advantage in understanding graduate-level material.
8. Your class may occasionally use short multimedia components to enrich the learning environment. Follow the instructions provided.