

SECONDARY EDUCATION GRADUATE PROGRAMS

Matrix of Courses, Major Assignments, and Standards and Dispositions

(See bottom of this matrix for detail on standards, dispositions, outcomes and indicators.)

Course	Signature Assignments	NBPS Core Propositions Addressed	Education Unit Professional Dispositions	Education Unit Student Outcomes and Indicators
501: Introduction to Graduate Studies in Secondary Education	<ul style="list-style-type: none"> ▪ Diversity Survey: Demonstrate knowledge of their students' diversity ▪ APA Quiz and Scavenger Hunt: Demonstrate knowledge of the major elements of APA format and style. ▪ Annotated Bibliography: Teachers read, analyze, and synthesize professional articles and current research. Teachers gain familiarity with library and electronic resources as they apply current research to their subject matter area of expertise. 	<p>1: Teachers are Committed to Students and Learning.</p> <p>2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p>	<ul style="list-style-type: none"> ▪ Promote Diversity ▪ Engage in Collaborative Endeavors ▪ Think Critically ▪ Maintain Professional and Ethical Standards 	<ul style="list-style-type: none"> ▪ demonstrate ability to use technology as a resource ▪ promote diversity ▪ engage in collaborative endeavors ▪ think critically ▪ maintain professional and ethical standards
504: Advanced Instructional Proficiency in Secondary Educational Technologies	<ul style="list-style-type: none"> ▪ Educational Technologies Research Project: Demonstration of knowledge of research on the use of instructional technology to improve teaching and learning. ▪ Educational Technologies in Practice Project: Demonstration of capacity to use educational technologies to improve teaching and learning through technology-rich curriculum, instruction, assessment, and classroom management. 	<p>1: Teachers are Committed to Students and Learning.</p> <p>5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> ▪ Promote Diversity ▪ Think Critically ▪ Maintain Professional and Ethical Standards 	<ul style="list-style-type: none"> ▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ demonstrate ability to use technology as a resource ▪ promote diversity ▪ make informed decisions ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards

506: Graduate Studies in Secondary School Writing	<ul style="list-style-type: none"> ▪ Writing History Essay: Demonstration of ability to carefully reflect on previous experiences as a teacher and as a student. ▪ Online Activities and Discussions of Course Readings: Demonstration of ability to apply current research on the teaching of writing in secondary classroom settings to subject matter area of expertise. ▪ Collaborative Writing Project: In the process of creating, editing, and rewriting this assignment, students work collaboratively and provide one another with feedback, comments, revisions, etc. using the collaborative writing tools available through Microsoft Word. Teachers read, analyze, and synthesize professional articles and current research on writing. ▪ Professional Writing Project: Teachers either write and submit an article(s) for publication or write and submit a grant proposal. In either case, teachers are thinking systemtaically about their practice. By making their writing available to an outside audience, teachers are entering new learning communities as writers. ▪ Writing Groups: Demonstration of collaborating with others to improve their own professional writing skills. ▪ Final Portfolio: The final portfolio contains all of a teacher’s written work for the semester. All work is substantially revised, perhaps numerous times. This revision policy allows teachers to think systemically about their practice and learn and grow from their experiences. 	<p>2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p>4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p>5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> ▪ Engage in Collaborative Endeavors ▪ Think Critically ▪ Maintain Professional and Ethical Standards ▪ Value Life-Long Learning 	<ul style="list-style-type: none"> ▪ demonstrate strong foundation in subject matter knowledge or field of study ▪ demonstrate ability to use technology as a resource ▪ engage in collaborative endeavors ▪ think critically ▪ maintain professional and ethical standards ▪ become life-long learners
522: Family, Community, and Professional Partnerships	<ul style="list-style-type: none"> ▪ Literature Review: Demonstration of knowledge of research on the role parents and community can play in supporting student learning. ▪ Parent Interview Assignment: Demonstration of depending understanding of parent attitudes toward schooling and teaching. 	<p>1: Teachers are Committed to Students and Learning.</p> <p>5: Teachers are Members of Learning Communities</p>	<ul style="list-style-type: none"> ▪ Promote Diversity ▪ Think Critically ▪ Engage in Collaborative Endeavors ▪ Maintain Professional and Ethical Standards 	<ul style="list-style-type: none"> ▪ promote diversity ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners

524: Assessing Student Learning	<ul style="list-style-type: none"> ▪ Assessment Theory Project: Demonstration of knowledge of research on student assessment, accountability, and achievement. ▪ Assessment in Practice Project: Demonstration of capacity to assess the progress of individual students and the class; use multiple methods for measuring student growth; and explain student performance to parents 	3: Teachers are Responsible for Managing and Monitoring Student Learning.	<ul style="list-style-type: none"> ▪ Think Critically ▪ Maintain Professional and Ethical Standards 	<ul style="list-style-type: none"> ▪ demonstrate ability to use technology as a resource ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ maintain professional and ethical standards
535: Survey of Educational Research	<ul style="list-style-type: none"> ▪ Research Methods Project: Demonstration of knowledge of research procedures including the development of a rationale and discussion of participants, instruments, procedures, and data analysis techniques. ▪ Data Collection Assignment: Demonstration of the practical applications of data collection in response to a real-world research question. ▪ Research Critique: Demonstration of knowledge of how to interpret research articles including an understanding of research design, sample, validity and reliability, and conclusions appropriate to the data. 	4: Teachers Think Systematically about Their Practice and Learn from Experience.	<ul style="list-style-type: none"> ▪ Engage in Collaborative Endeavors ▪ Think Critically ▪ Maintain Professional and Ethical Standards ▪ Value Life-Long Learning 	<ul style="list-style-type: none"> ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners
536: Curriculum Theory and Design	<ul style="list-style-type: none"> ▪ Midterm: Demonstration of application of curriculum theory to subject matter area of expertise ▪ Textbook Analysis: Demonstration of critical analysis of textbook structure and coherence ▪ Curriculum Policy Argument/Peer Review: Demonstration of knowledge of current theories and new findings ▪ Review of Literature: Demonstration of capacity to apply theory to improve practice and inform policy 	<p>2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p>4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p>5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> ▪ Promote Diversity ▪ Engage in Collaborative Endeavors ▪ Think Critically ▪ Maintain Professional and Ethical Standards ▪ Value Life-Long Learning 	<ul style="list-style-type: none"> ▪ demonstrate strong foundation in subject matter knowledge or field of study ▪ demonstrate ability to use technology as a resource ▪ promote diversity ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners

540: Graduate Studies in Teaching English Learners	<ul style="list-style-type: none"> ▪ Cultural Investigation: Demonstration of understanding of culture other than their own. ▪ Movie Analysis Assignment: Demonstration of understanding of their students' background (particularly English learners' challenge) and sharing own insight and reflection with peers. ▪ Online Teaching Resources: Evaluate current research, programs and policies related to the instruction of English learners to reflect and improve own practice. ▪ Final Exam: Demonstration of understanding of language acquisition theory and methods to subject matter area of expertise. 	<ol style="list-style-type: none"> 1: Teachers are Committed to Students and Learning. 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. 3. Teachers are Responsible for Managing and Monitoring Student Learning 4. Teachers think systematically about their practice and learn from experience. 	<ul style="list-style-type: none"> ▪ Promote Diversity ▪ Engage in Collaborative Endeavors ▪ Think Critically ▪ Maintain Professional and Ethical Standards ▪ Value Life-Long Learning 	<ul style="list-style-type: none"> ▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ promote diversity ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners
591: Professional Seminar in Secondary Teaching	<ul style="list-style-type: none"> ▪ Reflective Description of Class: Demonstration of ability to reflectively write about their students and class in ways that reflect the five core propositions. ▪ Standards Writing Assignment: Demonstrating the ability to apply NBPTS standards to their own classroom ▪ Lesson Study/Videotape Reflective Paper: Demonstrating enactment of core proposition 1, 2, 3 and 4. ▪ Looking at Student Work Reflective Paper: Demonstrating enactment of core propositions 1, 2, and 4. ▪ Final Project (either NBPTS portfolio or action research project): Demonstrating their ability to critically examine their own practice, learn from that examination and make the changes necessary to improve student learning. 	<ol style="list-style-type: none"> 1: Teachers are Committed to Students and Learning. 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. 3: Teachers are Responsible for Managing and Monitoring Student Learning. 4: Teachers Think Systematically about Their Practice and Learn from Experience. 5: Teachers are Members of Learning Communities. 	<ul style="list-style-type: none"> ▪ Promote Diversity ▪ Engage in Collaborative Endeavors ▪ Think Critically ▪ Maintain Professional and Ethical Standards ▪ Value Life-Long Learning 	<ul style="list-style-type: none"> ▪ demonstrate strong foundation in subject matter knowledge or field of study ▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ demonstrate ability to use technology as a resource ▪ promote diversity ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners

530: Graduate Studies in Mathematics Education	<ul style="list-style-type: none"> ▪ Research into Practice: Demonstration of incorporating findings from research in mathematics education into teaching practice through lesson design, implementation, and reflection. ▪ Conceptual Understanding Assessment: Demonstration of ability to assess students' understanding of a key mathematical concept and use the insights to inform instructional strategies to enhance students' understanding of the concept. 	<p>2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p>4: Teachers Think Systematically about Their Practice and Learn from Experience.</p>	<ul style="list-style-type: none"> ▪ Engage in Collaborative Endeavors ▪ Think Critically ▪ Maintain Professional and Ethical Standards ▪ Value Life-Long Learning 	<ul style="list-style-type: none"> ▪ demonstrate strong foundation in subject matter knowledge or field of study ▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners
550: Instructional Strategies	<ul style="list-style-type: none"> ▪ Instructional Strategies Theory Project: Demonstration of knowledge of research on instructional strategies, including the use of technology, that improve student achievement. ▪ Instructional Strategies in Practice Project: Demonstration of use of research-based instructional strategies, including technology-rich strategies to engage students and improve learning. 	<p>1: Teachers are Committed to Students and Learning.</p> <p>2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p>	<ul style="list-style-type: none"> ▪ Promote Diversity ▪ Think Critically ▪ Maintain Professional and Ethical Standards 	<ul style="list-style-type: none"> ▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ demonstrate ability to use technology as a resource ▪ promote diversity ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">502A/B/C/D: New Teacher Induction, Assessment, Support</p>	<ul style="list-style-type: none"> ▪ CFASST 1: Class, School, District, and Community Profile – focused examination of the educational context; investigation of characteristics of his/her classroom, school, district, and community that affect daily teaching. Reflection on implications of the information gathered; and selection of a subject matter focus and two students to follow. ▪ CFASST 2: Inquiry: Establishing an Environment for Student Learning – focus on aspect of classroom environment to implement a new approach, tracking what happens, and reflection on implications for teaching. ▪ CFASST 3: Observation: Profile of Practice 1 – structured observation of teaching with feedback based on the CSTP. Preparation of an Instruction Plan, collection of examples of student learning, and reflection on the lesson. ▪ CFASST 4: Inquiry: Assessing Instructional Experiences – reflection on recent instructional assessments, gathering of information on assessment; use and reflection on a second assessment and set of student work. ▪ CFASST 5: Observation: Profile of Practice 2 – observation of practice, supplemented by an Instruction Plan, examples of student work, and a reflection on the lesson. ▪ CFASST 6: Summary of Professional Growth - reflection on his/her first year of teaching and summary of major areas of growth. ▪ CFASST 7: Class, School, District, and Community Profile – a focused examination of the educational context; investigation of characteristics of his/her class, school, district, and community that affect daily teaching; analysis of the results of district and state assessments to find out about the prior academic achievement of his/her students; and examination of assessments of literacy in the students' primary language and English. ▪ CFASST 8: Applying Framework to Practice- focus on the California Academic Content Standards and Frameworks; curriculum mapping for year; selection of content area of emphasis within the Standards, and two students on whom to focus all year. ▪ CFASST 9: Inquiry–Designing a Lesson Series - investigation of prior student achievement in the content area of emphasis, use of long-term planning skills to create a series of five lessons designed to increase student learning of the selected Standard; collection and review of work from the focus students and reviews all the evidence; reflection on the lesson series. ▪ CFASST 10: Components of Effective Instruction – short self-assessment on level of implementation of the Framework; development of Individual Induction Plan. ▪ CFASST 11: Inquiry: Assessing Student Learning Over Time – analysis of student assessment data and development of an assessment plan; lesson implementation with monitoring of student progress using a log and differentiated instruction based on assessment outcomes; development of summative assessment of students in selected content and reflection on the effectiveness of instruction. ▪ CFASST 12: Summary of Professional Growth – examination of the evidence collected in all the events; completion of self-assessment in each of the six standards. 	<ol style="list-style-type: none"> 1: Teachers are Committed to Students and Learning. 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. 3: Teachers are Responsible for Managing and Monitoring Student Learning. 4: Teachers Think Systematically about Their Practice and Learn from Experience. 5: Teachers are Members of Learning Communities. 	<ul style="list-style-type: none"> ▪ Promote Diversity ▪ Engage in Collaborative Endeavors ▪ Think Critically ▪ Maintain Professional and Ethical Standards ▪ Value Life-Long Learning 	<ul style="list-style-type: none"> ▪ demonstrate strong foundation in subject matter knowledge or field of study ▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ demonstrate ability to use technology as a resource ▪ promote diversity ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners
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<p>MATH 403A/403B: Fundamental Concepts of Middle School Math MAED 530: Teaching Problem Solving in Middle School Mathematics</p>	<ul style="list-style-type: none"> ▪ Mathematics Assignments: Demonstration of subject matter expertise ▪ Problem Solving Unit: Demonstration of ability to plan and implement instruction 	<p>2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p>	<ul style="list-style-type: none"> ▪ Think Critically ▪ Maintain Professional and Ethical Standards 	<ul style="list-style-type: none"> ▪ demonstrate strong foundation in subject matter knowledge or field of study ▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ make informed decisions ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners
<p>Culminating Experience 594, 595, 597, 598</p>	<ul style="list-style-type: none"> ▪ Culminating Experience: Demonstration of ability to evaluate school and student progress and critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice 	<p>4: Teachers Think Systematically about Their Practice and Learn from Experience. 5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> ▪ Promote Diversity ▪ Engage in Collaborative Endeavors ▪ Think Critically ▪ Maintain Professional and Ethical Standards ▪ Value Life-Long Learning 	<ul style="list-style-type: none"> ▪ demonstrate strong foundation in subject matter knowledge or field of study ▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ demonstrate ability to use technology as a resource ▪ promote diversity ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners

National Board for Professional Teaching Standards Core Propositions

Proposition 1: Teachers are Committed to Students and Learning.

They make knowledge accessible; treat students equitably; understand how students develop and learn; respect cultural and family differences; are concerned with students' self-concept; and are concerned with the development of character and civic responsibility

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

They have mastery over the subject(s) they teach; have skill and experience in teaching it, and are familiar with skills gaps and preconceptions; and are able to use diverse instructional strategies to teach for understanding.

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

They deliver effective instruction; engage students to ensure a disciplined learning environment; assess the progress of individual students and the class; use multiple methods for measuring student growth; and explain student performance to parents

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

They model what it means to be an educated person; are familiar with current learning theories and instructional strategies; and critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice

Proposition 5: Teachers are Members of Learning Communities.

They collaborate with others to improve student learning; seek and build partnerships with community groups and businesses; evaluate school progress and the allocation of resources to meet education objectives; and work collaboratively with parents to engage them productively in the school

Professional Dispositions Expected of Graduate Students

- 1. Promote Diversity:** Value all aspects of human development and promote the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. Candidates are committed to the inclusion of multiple perspectives, voices, cultures, languages, values, and knowledge. They recognize that each individual's gifts bring depth and richness to the whole, and help develop understanding of individual complexity and appreciation for one another.
- 2. Engage in Collaborative Endeavors:** Demonstrate the appropriate interpersonal and communication skills that promote respectful and collaborative relationships with families and other professionals to support student learning and well-being. In their work with others, they model and encourage positive social interaction, active engagement in learning and self motivation.
- 3. Think Critically:** Systematically reflect on their practice to make informed decisions and grow as effective educators and specialists. In their work with others they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their leadership strategies for program and individual growth and improvement.
- 4. Maintain Professional and Ethical Standards:** Understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. Display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.
- 5. Value Life-Long Learning:** Understand that professional development is a dynamic process extending over the course of a career. Demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

Education Unit Professional Dispositions Expected of Graduate Students

- 6. Promote Diversity:** Value all aspects of human development and promote the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. Candidates are committed to the inclusion of multiple perspectives, voices, cultures, languages, values, and knowledge. They recognize that each individual's gifts bring depth and richness to the whole, and help develop understanding of individual complexity and appreciation for one another.
- 7. Engage in Collaborative Endeavors:** Demonstrate the appropriate interpersonal and communication skills that promote respectful and collaborative relationships with families and other professionals to support student learning and well-being. In their work with others, they model and encourage positive social interaction, active engagement in learning and self motivation.
- 8. Think Critically:** Systematically reflect on their practice to make informed decisions and grow as effective educators and specialists. In their work with others they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their leadership strategies for program and individual growth and improvement.
- 9. Maintain Professional and Ethical Standards:** Understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. Display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.
- 10. Value Life-Long Learning:** Understand that professional development is a dynamic process extending over the course of a career. Demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

Education Unit Student Outcomes and Indicators

Outcome I: Knowledgeable and Competent Specialists

- demonstrate strong foundation in subject matter knowledge or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

Outcome III: Reflective and Responsive Practitioners

- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

Outcome III: Committed and Caring Professionals

- become change agents
- maintain professional and ethical standards
- become life-long learners