



**NEW GRADUATE CONCENTRATION PROPOSALS**  
**ARIZONA STATE UNIVERSITY**  
**GRADUATE COLLEGE**

**This form should be used for academic units wishing to propose new concentrations for existing graduate degrees.**

A concentration is a subspecialty within a degree and major which reflects that the student has fulfilled a designated, specialized course of study which qualifies the student as having distinctive skills and training in one highly concentrated area of the major. Concentrations are formally-recognized educational designations (including the assignment of a university curriculum code for reporting/record-keeping purposes and appearance on the ASU transcript). Concentrations are to be distinguished from not formally recognized academic distinctions frequently referred to as “emphases,” “tracks,” “foci,” “options,” etc.

**Please type.**

<b>Contact Name: Elaine Surbeck</b>
<b>Contact Phone: (480) 965 - 3306</b>
<b>College/School/Division Name: Mary Lou Fulton Institute and Graduate School of Education (MLFIGSE)</b>
<b>Academic Unit Name: Office of the Dean</b> <small>(or proposing faculty group for interdisciplinary proposals)</small>
<b>Existing Graduate Degree and Major under which this concentration will be established: Master of Arts (M.A.) in Curriculum and Instruction (C&amp;I)</b>
<b>Proposed Concentration Name: Accomplished Teaching</b>

**1. Overview**

- A. Provide a brief description of the new concentration (including the specific focus of the new concentration, relationship to other concentrations in this degree program, etc).

The new concentration will be housed under the MA in Curriculum & Instruction, and will be titled Accomplished Teaching. This concentration provides a focused body of course work and experiential opportunities aligned with personalized professional needs, interests and requirements for advancing within the teaching profession, including an option for participation in the National Board Teacher certification process. It also includes experience in the development of professional learning communities, inquiry and applied experiences designed to increase advanced professional knowledge, research and practice. The concentration enhances a developmental trajectory within a teacher’s professional growth on a continuum toward accomplished teaching and teacher leadership. A teacher completing this degree will have a foundation in teaching and leadership, and a choice of a customized concentration in- or a broader knowledge base across- varying disciplines related to education. This choice is deliberate and inherent in this concentration. The ultimate outcome is a highly competent and qualified teacher leader who has the knowledge and advanced skills to make a positive impact in the educational communities in which they serve.

Our goal is to produce more accomplished teachers. One way to both accomplish this goal and to recruit students is to promote the National Board Certification (NBC) process. There are approximately 200 Arizona teachers undergoing the NBC process each year, many of whom do not have master’s degrees. This program espouses the principles and concepts of the NBC process and will tap into the pool of teachers interested in National Board certification. NBC has been in place in AZ for 12 years. Please see the links and articles attached to understand better the importance of National Board certification to the profession.

The national Board certification process requires teachers deeply examine their own teaching practice through a rigorous process where they demonstrate and document their content knowledge and their

impact on their own students' learning through a series of exercises and the development of a portfolio. The NBC process requires participants to master certain standards according to their grade level and subject area. For example, the following standards are for middle elementary teachers:

- Knowledge of Students
- Knowledge of Content and Curriculum
- Learning Environment
- Respect for Diversity
- Instructional Resources
- Meaningful Applications of Knowledge
- Multiple Paths to Knowledge
- Assessment
- Family Involvement
- Reflection
- Contributions to the Profession

A portfolio of classroom practices includes for entries. Each entry requires some direct evidence of teaching or school counseling as well as a commentary describing, analyzing, and reflecting on this evidence.

One classroom-based entry with accompanying student work

Two classroom-based entries that require video recordings of interactions between you and your students

One documented accomplishments entry that provides evidence of your accomplishments outside of the classroom and how that work impacts student learning

For more information on the NBC process please go to this link: [http://www.nbpts.org/for\\_candidates](http://www.nbpts.org/for_candidates) and the standards for certifications: [http://www.nbpts.org/userfiles/File/mc\\_gen\\_standards.pdf](http://www.nbpts.org/userfiles/File/mc_gen_standards.pdf)

The concentration in Accomplished Teaching can include courses in the Division of Advanced Studies in Education Policy, Leadership and Curriculum, and the Division of Advanced Studies in Learning, Technology and Psychology in Education. Required core courses will provide a foundation in Learner Centered Leadership, Introduction to Professional Learning and Introduction to Accomplished Teaching. Students will collaborate with their advisors to select course options and experiences from an approved list of courses/experiences available within and across divisions. In addition to curriculum and instruction, leadership is another component of the program. Students will have the opportunity to undertake other leadership courses already offered by FIGSE as electives. We do not want to require more than the one core course in leadership so that students may decide for themselves, which focus area they prefer. Leadership principles will be discussed and incorporated within other courses.

Central to this concentration is engagement in professional learning communities, use of technology in teaching and learning, and analysis of the knowledge and skills expected of professional educators in diverse settings. As an example, an elementary teacher may choose to take courses in mathematics education, learning theory and supervision, all aligned to the goals of becoming a leader within the middle school by becoming a mentor and grade level coordinator in math curriculum. Alternately, students who wish to study their own teaching as well as the learning of their students may elect to complete 9 of the 12 hours within the Certificate of Preparation for National Board Certification, or 9 hours in the Certificate of Technology for Teaching and Learning as part of this concentration. The choice will align the student's career goals with justification of the focus of study. The concentration includes options for research (thesis or action research) as an interdisciplinary capstone experience where students will bring their diverse learning into a cohesive reflection of professional growth and personal plans for future impact in education settings.

This concentration differs from others offered within the division or at other university campuses because it includes a distinct but personalized focus on improved teaching, student learning and teacher leadership, incorporating collaboration within course offerings and problem-based experiences across two

divisions in the Mary Lou Fulton Institute and Graduate School of Education. A unique feature of this program is the flexibility, through a partnership with the Arizona K-12 Center, to incorporate the professional development process created by the National Board for Professional Teacher Standards (NBPTS) into the master's degree. This partnership enhances the sustainability of the program through the on-going participation of Arizona teachers in the National Board process. Courses will be offered in a hybrid format to meet the needs of full-time working teachers and distance learners.

- B. Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, interdisciplinary considerations, etc).

The research base for this program resides in the investigation of the developmental trajectory that teachers progress through as they move from a novice level to accomplished teaching, conducted in large part by Berliner and Shulman. This work is based in assessment of performance and has been extensively infused into the validity studies that support national board professional standards. In regards to market demands, it is timely due to the increased calls by the current administration for a performance assessment of teachers which documents impact on student achievement and progress. Because this program provides a variety of interdisciplinary options, it has the potential of increasing enrollment in the Mary Lou Fulton Institute and Graduate School of Education (MLFIGSE) master's programs by appealing to a wide population of teachers regardless of their teaching discipline. In an effort to consolidate programs and better integrate them; this concentration will replace 4 MEd and MA concentrations in C&I that we are in the process of closing. It is aimed at those teachers who specifically want to improve their practice and to study the learning and progress of their individual students. Teachers may elect to pursue the forthcoming certificate of National Board Preparation or to focus more generally on improving their knowledge and skills without National Board Certification. However, we will recruit cohorts of in-service teachers into the program by capitalizing on support for undertaking the National Board Certification process offered through the Az.K-12 Center/Fulton partnership. The State of Arizona currently has over 600 National Board Certified (NBC) teachers in 26 academic areas. The NBC coursework and process demands teachers deeply examine their own teaching, the learning of their students and their personal growth through reflective practice. This new concentration provides collaborative involvement with the NBC process which is currently not embedded in any master's program in Arizona, and is available in relatively few universities in the United States, to date. As far, as can be determined, this partnership provides a unique opportunity for ASU. This concentration will open opportunities to recruit minority teachers seeking National Certification or who teach in high poverty schools, and will facilitate research that is currently being conducted in our partnership with the National Commission on Teachers and America's Future.

## 2. Impact Assessment

- A. How will the new concentration complement the existing degree program, including enrollment, national ranking, etc?

The new concentration will provide more support for students who wish to pursue skill improvement in teaching and teacher research focused on improvement of student learning. As mentioned, the partnership with the K-12 Center will assist students by offering partial funding for undertaking the expense of National Board assessment. It will further facilitate the likelihood of success of participants by pairing participants with teachers in the field who are already National Board Certified in the same content area. It will provide students access to e-mentoring and professional community engagement offered by the Arizona Teacher Leader Network and through TLINC-SHAL, which is an e-mentoring platform being developed by the National Commission on Teachers and America's Future and Pearson. NBC teachers, through partnership with the AZ K-12 Center, participate in course content discussions, both face-to-face and virtual, with MA students. They will also E-mentor small groups of content-similar MA students during DCI 610. Additionally, MA students who elect to participate in the NBC process will be taught by NBC teachers. These NBC teachers will initially be doctoral students who are graduate assistants. As the program grows, our vision is to employ clinical faculty and/or teachers in residence who are NBC's. A current grant (NACTAF) provides a GA position for 2010-11.

This program also capitalizes on the breadth of programs offered within our Graduate School; students will be able to incorporate a cross-divisional approach to learning and to experience a problem-based

learning community. Because they will be able to engage in courses and research offered in Curriculum and Instruction, Educational Technology and Psychology, and Educational Leadership and Policy, it is unlike other master's programs across the nation.

- B. Is this an interdisciplinary concentration? If yes, please address the relationship of the proposed concentration to other existing degree programs and any parallel concentrations in these degree programs.

This program is not interdisciplinary; however, it does incorporate courses from both divisions in the Mary Lou Fulton Institute and Graduate School of Education and may also engage students across ASU campuses in relevant coursework.

- C. Please identify other **related** ASU programs and outline how the new concentration will complement these existing ASU programs? **(If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)**

This program is similar in structure to other M.A. programs offered in the Mary Lou Fulton Institute and Graduate School of Education; however, it has different core courses and provides new options for students that span multiple areas of education. It will complement existing programs by incorporating courses from various concentrations into this new concentration. This will allow scheduled courses to meet enrollment goals, providing more options for students each semester. Applicants to this program are subject to the same entrance criteria and requirements as any other C&I MA concentration. While in-service teachers are the primary target applicant pool, our goal is to be inclusive to those working in other educational settings who may benefit from this program.

### 3. Administration

- A. How will the proposed concentration be administered, including for admissions, student advisement, retention, etc.? Describe the administering body in detail, especially if the proposed concentration is part of a larger interdisciplinary agenda.

The concentration will be administered within the Mary Lou Fulton Institute and Graduate School of Education, Dean's Division, and served by the Graduate Programs Office (GPO), where all other C&I programs are administered. The Graduate Programs Office provides comprehensive academic and student services to assist students through their graduate programs. The recruitment and admissions process is overseen by this office and recommendations for admission of applicants are made to the Graduate College based upon faculty review. Upon admission, a faculty advisor will be determined based on the student's interests as expressed in the application. The advisor and GPO staff will meet with students to ensure milestones are being met and to increase retention. The Plan of Study will be determined in consultation with faculty advisors to help students determine an appropriate experiences and sequence of courses that aligns with the student's area of focus.

- B. How many students will be admitted immediately following final approval of the concentration? What are enrollment projections for the next three years?

The first year goal is to admit 20 - 30 students into this new concentration immediately following approval. Fifteen to thirty students are anticipated to enroll each calendar year, but The Program Coordinator has met with administrators in the Isaac School District, and found a very enthusiastic response to the intended program, thus this response may indicate a program that could grow rapidly. Moreover, our partnership with the K-12 Center and its' National Board Certified Teacher project will feed numerous students into this master's program.

- C. What are the resource implications for the proposed concentration? Will new books, equipment, space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this concentration, please discuss the resource contribution of each

participating program. Letters of support must be included from all academic units that will commit resources to this concentration.

Because most courses for this concentration currently exist in the Mary Lou Fulton Institute and Graduate School of Education, minimal faculty will be involved in course development, although initially some new courses will need to be developed. Two of the core courses are already in existence. The only completely new course is DCI 610 Introduction to Accomplished Teaching, which was developed by Dr Surbeck and is being taught under an omnibus number in Spring 2010.

Please note, the development of this concentration has been encouraged as part of the restructuring of the Mary Lou Fulton Institute and Graduate School of Education. In partnership with the K-12 Center, teacher leaders who are already Board Certified will assist in facilitating coursework as in years past. As stated previously, coursework in support for participating in the National Board Certification process is not available in other Master's programs in the State of Arizona.

#### 4. Faculty

A. Please list the primary faculty participants with regards to the proposed concentration.

<i>Name</i>	<i>Title</i>	<i>Area(s) of Specialization as they relate to proposed concentration</i>
<b>Elaine Surbeck</b>	Professor	Curriculum and Instruction, Teacher Education, Accomplished Teaching
<b>Elizabeth Kozleski</b>	Professor	Professional Learning, Special Education, Leadership
<b>Arnold Danzig</b>	Associate Professor	Learner Centered Leadership and Policy Studies
<b>Julie Luft</b>	Professor	Learning, Curriculum, e-mentoring, Science
<b>Alfredo Artiles</b>	Professor	Curriculum, Professional Learning
<b>Joe Tobin</b>	Professor	Inquiry, Research, Early Childhood

B. Discuss the workload implications for participating faculty in view of other programmatic commitments.

Initially, students will be advised by Professor Elaine Surbeck. As enrollment grows, participating faculty members may advise additional students associated with the new concentration, according to student interest. Some faculty will also be needed to teach courses or for course development. New core courses and the creation of problem-based learning experiences will be required. The availability of faculty to advise students will increase due to the closure of several C&I programs and also due to current faculty searches that are underway. This concentration will attract those students who formerly may have applied to M.Ed. or MA in Curriculum and Instruction programs with Concentrations in Early Childhood Education, Elementary Education, Social Studies Education, or Secondary Education. and multiple other content areas eg music, math, special education, etc.

#### 5. Curriculum

A. What is the total minimum hours required for the major and degree corresponding to the proposed concentration?

The minimum number of required credit hours is 30.

- B. Please provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, you may attach a copy of these criteria as they appear in the *Graduate Catalog*, departmental website, or other source (please indicate source).

The admission requirements are the same as for other C&I concentrations. Potential applicants who hold a bachelor's degree from a regionally accredited institution in a related field are eligible to apply to the program. Ideally, applicants will be teachers; however, we would like to offer those working in educational settings other than K-12 districts the opportunity to pursue this degree. Not all those currently working as teachers are certified. Many private/parochial and charter schools do not require certification and we would like to allow anyone working in an education setting who may benefit from this program to be eligible to apply. We will not have a minimum number of years teaching experience as an admission requirement. Given the current economy, many recent graduates opt to pursue a masters' degree immediately upon completing their BA and should be eligible to apply.

Applicants will be required to submit:

- an official ASU online graduate application;
- official transcripts of all undergraduate and graduate coursework;
- a statement of career and educational goals documenting experiences of at least 6 months in educational settings (student teaching; internships; instructional responsibilities)
- a vita or resume; and
- three letters of recommendation (minimum of two should be academic recommendations).

Please note that it will be made very clear to potential students that in order to complete the requirements for the thesis or applied project, students must have access to classrooms or groups of learners.

- C. If the proposed concentration is part of a larger, interdisciplinary agenda, please provide additional admission information related to students who may enter with various academic backgrounds, including expected entry-level competencies.

Not applicable.

D. What knowledge, competencies, and skills (learning outcomes) should students have when they graduate from this proposed concentration program? Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

The learning outcomes' basis on NBC standards does not require students to undergo the process. We are using these standards as a benchmark for excellence in improved teaching skills, not as a program requirement. Most professions have national standards adopted and promoted by their professional associations that practitioners aspire to; this is no different. We believe, and there is data to support, that the NBC process is the most rigorous and effective method to improve teaching practice. We want to incorporate these methods into an academic program that examines both teacher learning and student learning to 1) improves our students' practice; 2) develops a body of knowledge through research about teacher learning; and 3) teaches teachers how to assess their own students' learning.

NBC standards provide the framework for content in DCI 610, a core course. Each student is required to develop a specific personalized professional development plan – which may or may not include NBC participation. Teacher leadership is discussed and incorporated in course work in both DCI 610 and 611. Students in this program participate in learning communities in DCI 610 and will be mentored electronically by NBC teachers. Coaching and mentoring coursework may be selected within the electives if that is part of the individual student's goal in their own personal development plan.

Outcome 1: Students completing the Master of Arts in Accomplished Teaching will utilize key concepts in effective teaching which reflect National Board Professional Teaching Standards.

Measure 1: Complete a personal professional development plan in which students analyze, assess, evaluate and reflect upon what is needed for further growth in effective teaching and leadership.

Measure 2: The M.A. students will successfully complete a Thesis or Applied Project, which documents their impact on student learning.

Outcome 2: Students will successfully complete a critique on teacher learning.

Measure 1: Successfully complete a proposal to study teacher learning.

Measure 2: Submission of a scholarly article for publication or presentation at a professional meeting.

Outcome 3: Students will be able to seek out information from a variety of sources including colleagues, supervisors, faculty, professional associates, and research to describe, interpret and assess their development as leaders

Measure 1: Successful completion of an applied project that is both retrospective and prospective of their development as teacher leaders.

E. Please **describe** the culminating experience(s) required for completion of the existing degree and major, and the proposed concentration (e.g., thesis, dissertation, comprehensive exams, *capstone course(s)*, *practicum*, *applied projects*, etc.).

Students will complete an applied project or thesis as their culminating experience. The work will demonstrate the student's learning throughout the program and their ability to make connections between theory and practice. As a result of participating in this concentration, students will demonstrate the ability to reflect on their own individual growth as well as their impact on student learning. As part of their professional development plan, students will set goals for use of the knowledge, skills, and research capacity gained through their personalized concentration in this program. Those students who undertake National Board Certification as part of this concentration will have the option to submit their National Board Certification portfolio as part of their culminating experience. The data from scores on National Board Certification will add to our institutional assessment data collected about the impact of the program on teaching practice.

F. Please **describe** any other requirements for completion of the existing degree and major, and the proposed concentration (e.g., internships, foreign language skills, etc.).

Not applicable.

**G. Please provide the curricular structure for the proposed concentration.**

- Additionally, please ensure that all **new** required course proposals have been submitted to the Provost's office through the ACRES online course proposal submission system for approval before this concentration is put on the Graduate Council and CAPC agendas.

All students will undertake at least one research course and complete a thesis or applied project, which is in concert with other C&I MA concentrations. Due to the nature of this degree, written comprehensive exams are not an option. Please note: not all concentrations in C&I MA degree have the same core courses and this has always been the case. The faculty affiliated with each concentration reserve the right to structure their concentrations according to topics particular to their field. In order to complete the thesis or applied project, students must have access to classrooms or groups of learners.

<b>Requirements</b>	<b>Thesis</b>	<b>Applied Project</b>
Concentration	9	9
Electives	12	15
Culminating Experience	6	3
Research/Action	3	3
<b>Total</b>	<b>30</b>	<b>30</b>

<b><u>Required Core Courses for the Degree</u></b>		<b><u>Credit Hours</u></b> (9 credit hours)
<i>(Prefix &amp; Number)</i>	<i>(New Course?) Yes or No?</i>	
<b>Same as for concentration</b>		<b>9</b>
<b>Subtotal</b>		<b>9</b>
<b><u>Required Concentration Courses</u></b>		<b><u>Credit Hours</u></b>
<i>(Prefix &amp; Number)</i>	<i>(New Course?) Yes or No?</i>	
<b>EDA 534 Learner Centered Leadership</b>	<b>No</b>	<b>3</b>
<b>DCI 611 Introduction to Professional Learning</b>	<b>No (modified DCI 791)</b>	<b>3</b>
<b>DCI 610 Introduction to Accomplished Teaching</b>	<b>Yes</b>	<b>3</b>
<b><u>Elective Courses – (Prefix &amp; Number)</u></b>		<b><u>Credit Hours</u></b> (12 or 15 credit hours)
<b>The concentration electives will be designed with an advisor based on the student's interests and needs, consisting of existing courses within or across all of our programs in Curriculum and Instruction, Psychology in Education, and Educational Leadership and Policy Studies division offerings.</b>		<b>12</b> (15 for Applied project option)
<b><u>Culminating Experience</u></b> <i>(if applicable)</i>		<b><u>Credit Hours</u></b> (3 or 6 credit hours)
<b>DCI 593 Applied Project</b>		<b>3</b>
<b>OR DCI 599 Thesis</b>		<b>6</b>
<b><u>Research / Action</u></b>		<b><u>Credit Hours</u></b> (3 credit hours)
<b>DCI 510 or DCI/EPA 591 Foundations of Inquiry or COE 501</b>		<b>3</b>
<b>Total required credit hours</b>		<b>30</b>

**H. For interdisciplinary programs**, additional sample curricular structures must be included as appendix items to this proposal relating to students with various academic backgrounds who may pursue the proposed concentration, including expected mastery of core competencies (e.g., course work, skills, and/or knowledge).



Not applicable

**6. Additional Material** — Please attach any additional information which you feel relates to the proposed concentration.  
**(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)**

Attachment A: Course guidelines for the Master's of Arts in Curriculum and Instruction with a concentration in Accomplished Teaching.

<b>Approvals</b> <i>(if the proposal submission involves multiple units, please include letters of support from those units)</i>	
DEPARTMENT CHAIR (Please print or type)	Dr. Arnold Danzig  <i>(See next page for signature)</i>
SIGNATURE	DATE
DEAN (Please print or type)	Dr. James Rund  <i>(See next page for signature)</i>
SIGNATURE	DATE
CAMPUS PROVOST	
SIGNATURE	DATE

**The following section will be completed by GC following the recommendations of faculty governance bodies.**

UNIVERSITY VICE PROVOST AND DEAN OF GRADUATE STUDIES	
SIGNATURE	DATE

Submit the completed and signed (chairs, unit deans and if applicable the Campus Provost) proposal to the **Office of Graduate Academic Programs** in the Graduate College. Mail code: 1003 and electronic copies to [Denise.Campbell@asu.edu](mailto:Denise.Campbell@asu.edu)

GF1206E-92

**Approvals** (if the proposal submission involves multiple units, please include letters of support from those units)

  
DEPARTMENT CHAIR (Please print or type) Dr. Arnold Danzig

SIGNATURE

1.4.10  
DATE

DEAN (Please print or type) Dr. James Rund/Terrence Wiley

SIGNATURE

(See Above)

DATE

CAMPUS PROVOST

SIGNATURE

DATE

**The following section will be completed by GC following the recommendations of faculty governance bodies.**

UNIVERSITY VICE PROVOST AND DEAN OF GRADUATE STUDIES

SIGNATURE

DATE

Submit the completed and signed (chairs, unit deans and if applicable the Campus Provost) proposal to the **Office of Graduate Academic Programs** in the Graduate College. Mail code: 1003 and electronic copies to [Denise.Campbell@asu.edu](mailto:Denise.Campbell@asu.edu)

**Please note:** Proposals for new concentrations also require the approval of the Curriculum and Academic Programs Committee (CAPC) and the Office of the Provost before they can be implemented.

**Please refer to the Office of the Provost Curriculum Development website to track the status of your proposal once submitted:** [www.asu.edu/provost/curriculum](http://www.asu.edu/provost/curriculum) (Section titled: **Curriculum Actions in Process – 1999 – Present**).

GF1206E-92

Accomplished Teaching Concentration under the Master of Arts in Curriculum and Instruction

**From:** Gia Taylor [mailto:Gia.Taylor@asu.edu]  
**Sent:** Tuesday, February 23, 2010 10:43 AM  
**To:** curriculumplanning@asu.edu  
**Subject:** Accomplished Teaching proposal  
**Importance:** High

We are submitting a proposal for a new concentration within the MA in Curriculum and Instruction per our annual plan. We appreciate your consideration in forwarding it for approval to the appropriate university committees and to ABOR. It has already been submitted to the Graduate College.

Thank you.

Gia Garcia Taylor  
Assistant Dean  
Mary Lou Fulton Graduate School of Education  
480.965.4602  
[gia.taylor@asu.edu](mailto:gia.taylor@asu.edu)

**From:** Filiz Ozel  
**Sent:** Friday, February 19, 2010 4:34 PM  
**To:** Gia Taylor  
**Subject:** RE: Accomplished Teaching proposal  
**Importance:** High

Gia,

Please make sure to have it submitted to the Provost's office at [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu). This is the essential step for it to be considered for Council and CAPC.

Thanks,

Filiz Ozel

-----  
**Dr. Filiz Ozel**  
*Associate Vice Provost and Professor*  
*Graduate College*  
*Arizona State University*  
*Tempe, AZ 85287-1003*

480-965 5999

## **Program of Study Guidelines**

Mary Lou Fulton Institute and Graduate School of Education

Masters of Arts in Curriculum & Instruction

with a concentration in Accomplished Teaching

### **Core Courses: (9 hours)**

Foundation courses:

EDA 534: Learner Centered Leadership

DCI 610: Introduction to Accomplished Teaching

DCI 611: Introduction to Professional Learning

### **Concentration/Electives (12-15 hours)**

Students, in consultation with their advisors, will select 12- 15 hours of course credit from a list of graduate courses.

### **Culminating/Research Experience (6 hours)**

DCI/EPA 591: Foundations of Inquiry OR COE 501 OR DCI 510

Students, in consultation with their advisors will choose additional 6 hours of course work from the following two options:

#### **Option 1.:**

DCI 510: Teacher as Researcher (3 hours)

DCI 593: Applied Project (3 hours)

#### **Option 2:**

Thesis : (6 hours)



**NBPTS**<sup>®</sup>

National Board for  
Professional Teaching Standards

# National Board Certification: What the Research Says

**N**ational Board Certification for teachers is part of a growing education reform movement. It is the nation's way of developing, recognizing and retaining great teachers.

In a congressionally mandated report, the National Research Council confirmed that National Board Certification has a positive impact on student achievement, teacher retention and professional development. Studies also show that students of National Board Certified Teachers improve in terms of "deep" learning — the higher-order thinking that is needed for a successful U.S. workforce.

## Improves Student Achievement and Learning

- Students of NBCTs outperform students of non-NBCTs on achievement tests — and the positive effect is even greater among minority students. (*National Research Council, 2008; Clotfelter, Ladd and Vigdor, 2007; Goldhaber and Anthony, 2004; Cavalluzzo, 2004*)
- Students of NBCTs make learning gains equivalent to an extra month in school. (*Vandevort, Beardsley and Berliner, 2004*)
- Students of NBCTs exhibit stronger writing abilities, better comprehension and integration of complex classroom material, better understanding of concepts, and more abstract thinking than students of non-NBCTs. (*Smith, Gordon, Colby and Wang, 2005; Bond, Smith, Baker and Hattie, 2000*)
- The few studies that show mixed findings also show positive effects of National Board Certification in subject- and grade-specific areas. (*Sanders, Ashton and Wright, 2005; Harris and Sass, 2007*)

## Develops Effective Teachers

- National Board Certification helps change teachers' formative assessment practices (e.g., setting learning goals) and their instruction in general. Even teachers who start at a lower skill level end up with better teaching practices than those who did not go through the certification process. (*Sato, Wei and Darling-Hammond, 2008*)
- The National Board Certification process improves teachers' professional development by: (a) enhancing reflection on teaching practice, (b) establishing a professional discourse among teachers, (c) raising the standards for teaching performance and (d) facilitating collaboration. (*Park, Oliver, Johnson, Graham and Oppong, 2007*)
- National Board Certification is a "transformative experience" for many teachers, and they often apply in the classroom what they learn from the certification process—whether they achieve certification or not. The certification process itself improves teachers' ability to improve student learning. (*Lustick and Sykes, 2006; Rotberg, Futrell and Lieberman, 1998*)

- A survey of NBCT candidates found that 92 percent reported the process made them better teachers, and 89 percent said it equipped them to create stronger curricula and better evaluate student learning. (*Yankelovich, 2001*).

## Makes a Difference in High-Need Schools

- Currently 42 percent of NBCTs are teaching in schools eligible for Title I funding. Nearly 46 percent teach in schools where the free-and-reduced-lunch percentage is more than 40 percent. In recent years, one-half of new NBCTs teach in these schools. (*NBPTS, 2008*)
- The National Board's Targeted High Need Initiative and *Take One!* programs are increasing NBCT diversity and impact in high-need schools. A large majority of teachers in high-need schools report that *Take One!* improved the quality of their instructional planning and implementation by enhancing their approach to analyzing and reflecting on their teaching practices. (*Learning Point Associates, 2008*)

## Retains Teachers

- National Board Certification helps keep the most highly accomplished teachers in the classroom. In Florida, for example, nearly 90 percent of NBCTs remain in teaching — which far exceeds the average 60 percent retention rate for all teachers statewide (Florida Department of Education, 2008). In Ohio, 52 percent of NBCTs surveyed said they plan to stay in teaching as long as they can, compared to 38 percent of non-board-certified teachers in the state. South Carolina had similar results. (*Sykes, et al., 2006*)
- Many NBCTs provide mentoring and guidance to the new or struggling teachers who are most likely to leave within the first five years of teaching. (*Yankelovich, 2001; Sykes, et al., 2006*)

## Recognizes Skilled Teachers and Teacher Leaders

- NBCTs create more challenging curricula, demonstrate in-depth knowledge of teaching skills and subject matter, provide better feedback to students and routinely seek educational strategies that better meet students' needs. (*Ralph, 2003; Bond, et al., 2000*)
- NBCTs give input on curricular decisions, organize professional development opportunities, chair departments, engage with the community, reach out to parents and serve as faculty voices to policymakers and other stakeholders. (*Sykes, Anagnostopoulos, Cannata, Chard, Frank, McCrory and Wolfe, 2006*)
- NBCTs take on leadership roles that include mentoring and coaching others and developing programs aimed at improving student learning. (*Freund, Russell and Kavulic, 2005; Yankelovich, 2001*)

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