Eastern Illinois University
Course Proposal
EDU 5000, Professional Practice

1. Catalog description
a. Graduate level: EDU 5000
b. Seminar: Professional Practice
c. (2-0-2)
d. F, S, Su
e. Prof. Practice Sem.
f. A seminar designed to acquaint in-service teachers with the National Board for Professional Teaching Standards and provide teachers guidance in reflecting on their own practices and preparing or gathering artifacts specific to the process of seeking a Master license.
g. Graduate standing
h. Online delivery

2. Objectives of the Course
This course has three (3) objectives:
a. Acquaint teachers with National Board for Professional Teaching Standards.
b. Help teachers establish a mind set essential to reflective practice.
c. Provide teachers experiences in relating research to practice.

3. Outline of the Course
I. Reflective Practice (450 min.)
   A. What is it?
   B. What is the research base?
   C. Why do it?
   D. Artifacts of reflective practice

II. Relating Research to Practice (300 min.)
   A. Classroom practices
   B. Action research

III. Propositions of the National Board for Professional Teaching Standards (900 min.)
   A. Teachers are committed to students and their learning.
      1. Teachers recognize individual differences in their students and adjust their practice accordingly.
      2. Teachers have an understanding of how students develop and learn.
      3. Teachers treat students equitably.
      4. Teachers’ mission extends beyond understanding the cognitive capacity of their students.
   B. Teachers know the subjects they teach and how to teach those subjects to students.
      1. Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
      2. Teachers command specialized knowledge of how to convey a subject to students.
3. Teachers generate multiple paths to knowledge.
4. Teachers regularly assess student progress.

C. Teachers are responsible for managing and monitoring student learning.
   1. Teachers call on multiple methods to meet their goals.
   2. Teachers orchestrate learning in group settings.
   3. Teachers place a premium on student engagement.
   4. Teachers are mindful of their principal objectives.

D. Teachers think systematically about their practice and learn from experiences.
   1. Teachers are continually making difficult choices that test their judgment.
   2. Teachers seek the advice of others and draw on educational philosophy, research and scholarship to improve their practice.

E. Teachers are members of learning communities.
   1. Teachers contribute to school effectiveness by collaborating with other professionals.
   2. Teachers work collaboratively with parents.
   3. Teachers take advantage of community resources.

IV. Discipline Specific Standards (300 min.)

V. Action Research Proposals: Research to Practice (300 min.)

As this course will be a seminar course, intensive guided conversations relative to the “Propositions of the National Board for Professional Teaching Standards” will set the stage for teachers to reflect on their own practice and relate research to practice.

Teachers will keep an electronic “Reflective Practice Journal” and will be required to submit artifacts of reflective practice. Artifacts submitted will be consistent with artifacts included as part of the National Board Application process in their respective discipline.

In addition each teacher will design an action research project based on the literature of his/her own discipline and fellow students will critique these project proposals.

4. Implementation
   A. Graduate faculty in the College of Education and Professional Studies will be assigned to teach this course.
   B. No additional costs to the student will be incurred beyond those associated with completing course requirements.
   C. Text and supplementary materials to be determined by the instructor.
   D. Term to be first offered: Fall 2001.

5. Rationale
   A. Purpose and need:
      As teachers pursue a set of master’s level courses designed to facilitate application for approval by National Board of Professional Teaching Standards, understanding of the standards is essential. This seminar would be the beginning
exploration of understanding the process and its relationship to the effective
teaching literature.

B. Justification of the level of the course and prerequisites:
This is a graduate level course; the target audience is in-service educators:
teachers and administrators. While no prerequisites have been listed, it is
assumed in the sequence of courses of which this is designed to be a part of, that
the enrolled educators will be individuals who have initial and standard licensure
to teach and are preparing to seek a Master license through the State of Illinois
and the National Board for Professional Teaching Standards (NBPTS).

C. Similarity to existing courses and/or effects upon programs in other departments:
This course is designed to be a requirement for all students at the Masters level
who wish to pursue a National Board Master license.

D. Requirement or Elective:
This course will be a requirement at the Masters level for in-service educators
who are pursuing a National Board license.

6. **Community College Transfer**
A community college course will not be judged equivalent to this graduate
level course.

7. **Date approved by the Department:**

   N/A

8. **Date approved by the College Curriculum Committee:**

   9/25/00

9. **Date approved by CGS:**

   10/17/00