



BAKER UNIVERSITY

SCHOOL OF EDUCATION

Propositions of the National Board for Professional Teaching Standards (NBPTS)

(F=Formative assessment; S=Summative Assessment)

EDU 5101	EDU 5102	EDU 5103	EDU 5531	EDU 5120/5121/5108	EDU 6104
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Proposition 1: Teachers are committed to students and their learning.

Indicator 1a: Teachers make knowledge accessible to all students. They believe all students can learn.	S	F	S	S		
Indicator 1b: Teachers treat students equitably and with dignity. They recognize the individual differences that distinguish students from one another, and they account for these differences in practice.	F		F	S	S	
Indicator 1c: Teachers understand how students develop and learn.	S	F	F	S		
Indicator 1d: Teachers respect the cultural and family differences students bring to the classroom.	S		F	S		
Indicator 1e: Teachers consider students' self-concept, motivation, and the effects of peer relationships on learning.	S		F	F	S	
Indicator 1f: Teachers model ethical behavior and civic responsibility and address a student's character development.	S		S	S		

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Indicator 2a: Teachers have mastery of the subject(s) they teach. They understand the history, structure, and real-world applications of the subject(s).	S	S	S	F		F
Indicator 2b: Teachers have skill and experience in teaching, and they are familiar with the gaps and preconceptions students may bring to the subject.	F	S		S	F	F
Indicator 2c: Teachers use differentiated instruction and best practice instructional strategies to facilitate student learning.	S	S	S	F	S	
Indicator 2d: Teachers use technology to present information, to share knowledge, and to investigate best-practice.	S	S	S	S	S	S

Proposition 3: Teachers motivate, manage, and monitor student learning.

Indicator 3a: Teachers use classroom management to keep students motivated, engaged, and focused on learning.	S	S	F	S	S	
Indicator 3b: Teachers manage the learning environment by engaging students and organizing instruction.	S		S	S		
Indicator 3c: Teachers use multiple methods for monitoring and measuring student understanding and make informed decisions about instruction.		S	F	F		

Proposition 4: Teachers think systematically about practice and learn from experience.

Indicator 4a: Teachers model what it means to be an educated person--they read, they question, they create and they pursue life-long learning.	S	S	S	S	S	S
Indicator 4b: Teachers are familiar with learning theories and instructional strategies and research best practice.	S	F	S		S	
Indicator 4c: Teachers critically examine their practice to deepen knowledge, expand a repertoire of skills, and incorporate new findings into practice.	F	S	S	F	S	S
Indicator 4d: Teachers use technology to analyze student data to improve instruction.		S			S	

Proposition 5: Teachers are members of learning communities.

Indicator 5a: Teachers collaborate with others to improve student learning.	S	F	S	S		
Indicator 5b: Teachers are leaders and actively seek and build partnerships with community groups and businesses.	F		F	S		
Indicator 5c: Teachers work with other professionals on instructional policy, curriculum development, and staff improvement.	F		S		F	
Indicator 5d: Teachers evaluate progress to meet state and local education objectives.		S	F	F	S	
Indicator 5e: Teachers work collaboratively with parents and engage them productively in the work of the school.	F		F	S		

Portfolio contents (Course assessments with rubrics included in the portfolio)

Table of Contents	
EDU 6104 - Professional Autobiography	
EDU 5101 - 1) Module presentation; 2) Application paper	
EDU 5102 - 1) Balanced assessment project; 2) Article review	
EDU 5103 - Curriculum unit	
EDU 5531 - 1) Statement of beliefs and philosophy; 2) At-risk student case study	Field Experience
3) Unit enhancement (alternate)	
EDU 5120/5121/5108 - Action Research Plan	Field Experience
Reflections for each course	
Final Program Reflection	

The MAEd Portfolio is a purposeful collection of educational artifacts designed to provide tangible evidence of the educator's growth and learning in the MAEd program. The contents of the portfolio serve the following purposes:

- *Provide evidence that program objectives have been met.
- *Provide evidence that growth has been achieved in the MAEd program.
- *Demonstrate ability to use constructive self-reflection.

NOTE: Successful completion of the MAEd Portfolio is required for graduation.
 Effective for all candidates with initial enrollment following 5/1/06 As of 8/20/10

