The National Board for Professional Teaching Standards (NBPTS)

**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.
- **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.
- **Indicator 1c:** Teachers understand how students develop and learn.
- **Indicator 1d:** Teachers respect the cultural and family differences students bring to the classroom.
- **Indicator 1e:** Teachers consider students’ self-concept, motivation, and the effects of peer relationships on learning.
- **Indicator 1f:** Teachers model ethical behavior and civic responsibility and address a student's character development.

**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).
- **Indicator 2b:** Teachers have skill and experience in teaching, and they are familiar with the gaps and preconceptions students may bring to the subject.
- **Indicator 2d:** Teachers use technology to present information, to share knowledge, and to investigate best-practice.

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

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

**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.
- **Indicator 4b:** Teachers are familiar with learning theories and instructional strategies and research best practice.
- **Indicator 4c:** Teachers critically examine their practice to deepen knowledge, expand a repertoire of skills, and incorporate new findings into practice.
- **Indicator 4d:** Teachers use technology to analyze student data to improve instruction.

**Proposition 5: Teachers are members of learning communities.**

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

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

- **Contents**
  - EDU 5111 - Diversity Reflection Paper
  - 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
    - 3) Unit enhancement (alternate)
  - EDU 5120 - Action Research Plan
  - EDU 5049 – Final Project
  - Dispositions (2)
  - Professional Autobiography
  - Reflections for each core course
  - Portfolio Presentation (Focused on concentration courses)
  - Program Reflection (Focused on Dispositions)

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 (Proficient or Distinguished) is required for graduation.

Effective for all candidates with initial enrollment following 6/2013.