COURSE TITLE: TEDU 702.C90: National Board Certification II

CREDIT HOURS: 3 graduate credit hours

PREREQUISITE: Successful completion of TEDU 602 (grade of A or B)

INSTRUCTOR: Terry Dozier, VCU National Teacher in Residence/Associate Professor
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RATIONALE: This course is designed to provide an extensive professional development experience for teachers seeking advanced certification through the National Board for Professional Teaching Standards (NBPTS). It continues the study of the NBPTS standards and analysis of teaching practice begun in TEDU 602. Students are expected to complete all portfolio entries, videotapes, and critical reflection essays required for National Board Certification. In addition to sending a complete portfolio to the National Board, students will submit to the course instructor one classroom-based entry, along with the National Board scoring rubric for the appropriate certificate area. This portfolio entry will be evaluated by the instructor to determine the extent to which the student provides evidence of meeting NBPTS teaching standards. After completing the portfolio and assessment process, regardless of whether or not National Board Certification is achieved, participants will have accomplished a significant career milestone, which will be reflected in improved practice in the classroom. The audience for this course is licensed, experienced teachers who are applying for National Board Certification during the current academic year.

The National Board for Professional Teaching Standards’ (NBPTS) five core propositions and the standards for particular certification areas will guide the course. The concepts in the five propositions are the heart of the National Board’s prospective on what teachers should know and be able to do. They are the foundation for all standards and assessment. They will provide the foundation for developing the core experiences and exercises that enable teachers to demonstrate a high level of knowledge, skills, dispositions, and commitments described by these propositions. These propositions are:

- Teachers are committed to students and their learning;
- Teachers know the subjects they teach and how they teach them;
- Teachers are responsible for managing and monitoring student learning;
- Teachers think systematically about their practice and learn from their experience;
- Teachers are members of learning communities.

GOALS/OBJECTIVES:

- Participants will review the standards set forth by the National Board for Professional Teaching Standards to determine what knowledge and skills are valued in each standard and how the standards translate into effective classroom practice.
- Participants will engage in advanced analysis and reflection on their teaching practice in relation to the National Board standards to determine the effectiveness of their teaching strategies for the challenges presented by a diverse student population.
• Through the study of the standards, written analysis and reflection of their own practice, research on best practices, and discussions with colleagues, participants will identify areas of professional growth on which to focus.
• Participants will complete and submit to the National Board a school-based portfolio that meets the requirements of the National Board for Professional Teaching Standards.
• Participants will submit to the course instructor one classroom-based portfolio entry, along with the National Board scoring rubric in the appropriate certificate area, that provides evidence of meeting National Board teaching standards.

MATERIALS/RESOURCES:
• Guide to National Board Certification
• Approved standards for individual certificate areas (e.g. Early Childhood Generalist, Middle Childhood Generalist, etc.)
• Portfolio instructions for individual certificate areas
• META National Board Support Program website http:\\www.ctl.vcu.edu
• Selected readings as recommended by instructor
• NBPTS Website – www.nbpts.org

EXPECTATIONS OF PARTICIPANTS?GRADING POLICIES:
• Attend all classes. (Failure to attend 80% of the class meetings will result in a lowered grade.)
• Actively participate in class sessions and discussions, including timely submission of class assignments. (e.g. Participants will complete practice videotapes, outlines of classroom-based entries, and written commentaries for colleagues to review. Participants also will be expected to read commentaries for colleagues and provide other peer support.) Penalties will be assessed for late work.
• Regularly access the course on the CTL website. (All course assignments and announcements will be listed on this website.)
• Actively participate in the NBC-Support Listserv.
• Complete and submit to the National Board all four entries for the school-site portfolio that
  o Provides evidence of meeting the National Board’s high and rigorous standards.
  o Provides evidence of accomplished teaching practice through student work, videotapes of classroom interaction, and written commentaries.
• Submit one classroom-based entry, along with the National Board scoring rubric in the appropriate certificate area, to the course instructor that provides evidence of meeting the National Board’s high and rigorous standards.
• Schedule Assessment Center exercises through NBPTS.

COURSE FORMAT:
This course will be conducted in a seminar format using inquiry learning, collaborative teamwork and analysis of practice. A minimum of 45 hours will include interactive class time, electronic learning, certificate-specific meetings and activities, and independent study.

VCU HONOR SYSTEM:
Students are expected to be familiar with VCU’s Academic Integrity Policy and to adhere to those regulations. All homework assignments and National Board entries should be original and adhere to both the VCU honor system and the National Board for Professional Teaching Standards ethical guidelines. You may find both of these at:
http://www.nbpts.org/candidates/ethics.cfm
EMERGENCY INFORMATION:

To be prepared for emergencies at VCU:

1. Sign up to receive VCU text messaging alerts (http://www.vcu.edu/alert/notify). Keep your information up-to-date.
2. Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms. Please review the host school evacuation route for all off-campus classrooms.
3. Listen for and follow instructions from VCU or other designated authorities.
4. Know where to go for additional emergency information (http://www.vcu.edu/alert).

GRADING: See Evaluation Rubric

Participants are reminded that grades in National Board Certification I and II (TEDU 602 and TEDU 702) are not an indication of how successful a candidate will be in achieving National Board Certification. Only the National Board for Professional Teaching Standards can evaluate the quality of the candidate’s school-site portfolio and performance on the Assessment Center exercises.