



# 2022-2023 Three-Credit Hour Course: National Board Awareness and Preparation

- ▶ **Audience:** Active West Virginia Teachers/Educators
- ▶ **Type:** Self-Paced with Rolling Enrollment
- ▶ **Enrollment:** September 1, 2022 - April 14, 2023
- ▶ **Duration:** September 1, 2022 - May 19, 2023

**Description:** The National Board Awareness and Preparation course has been designed to introduce teachers to the National Board for Professional Teacher Candidacy process and expectations and to begin preparation for their National Board Certification journey. This course is comprised of seven (7) one-week sessions. Topics addressed during the course include: the impact that National Board certified teachers have upon classroom instruction; National Board teacher certification requirements and policies; the Five (5) Core Propositions of the NBPTS; the General Portfolio Instructions for all certificate areas, portfolio Components 1 - 4 and the NBPT Standards specific to certificate areas; portfolio scoring criteria; assessment center policies; the application of descriptive, analytical and reflective writing; and support programs and/or incentive programs as well as financial support.

## Course Goals:

- ▶ *Become aware of the impact that the National Board for Professional Teaching Standards initiative has upon classroom instruction.*
- ▶ *Locate NBPTS certificate areas and identify a certificate area appropriate to their teaching assignment.*
- ▶ *Note the timeframe and fee payment schedule for NBPTS.*
- ▶ *Identify eligibility requirements to become a National Board candidate.*
- ▶ *Access their readiness to become a National Board candidate.*
- ▶ *Become familiar with the NBPTS Five (5) Core Propositions and Architecture of Accomplished Teaching.*
- ▶ *Explore Component 1: Content Knowledge and the NBPT Standards for their certificate area.*
- ▶ *Review assessment center tips, policies, guidelines, and accommodations.*
- ▶ *Write and evaluate a constructed response to a sample assessment prompt.*
- ▶ *Explore Component 2: Differentiation in Instruction and the General Portfolio Instructions.*
- ▶ *Examine differentiated instruction strategies and Universal Design for Learning principles.*
- ▶ *Review formative assessment tools.*
- ▶ *Review the characteristics of descriptive writing and use these principles to describe a lesson,*
- ▶ *Examine the Contextual Information sheet for Component 2.*
- ▶ *Investigate the requirements of Component 3: Teaching Practice and Learning Environment and the General Portfolio Instructions.*
- ▶ *Consider the role of higher-level thinking skills in instructional design.*
- ▶ *Review special characteristics of analytic and reflective writing.*
- ▶ *Complete a descriptive, analytic, and reflective writing exercise.*



- ▶ Plan an instructional lesson to videotape.
- ▶ Investigate the requirements of Component 4: *Effective and Reflective Practitioner* in their certificate area.
- ▶ Describe a professional learning need.
- ▶ Differentiate the characteristics of descriptive, analytic, and reflective writing.
- ▶ Examine Bloom's taxonomy to identify verbs that are most appropriate for descriptive, analytical, and reflective writing.
- ▶ Complete two (2) writing exercises.
- ▶ Identify time management strategies.
- ▶ Video record and analyze classroom instruction.
- ▶ Become familiar with the submission process and key deadline dates.
- ▶ Identify support systems, including financial reimbursement.

## Session Overviews

### ▶ **Session 1 – Diving into National Board Certification**

*This session will introduce the National Board for Professional Teaching Standards (NBPTS) requirements. Participants will complete several readings that explain the National Board program and address the impact that National Board certified teachers have upon classroom instruction. The NBPTS certificate areas, timeframe to complete the process, eligibility requirements, and fee payment schedule will be examined. Participants will assess their own readiness to begin the NBC candidate process. Finally, the participants will address their personal understandings of the Five Core Propositions and Architecture of Accomplished Teaching.*

### ▶ **Session 2 – Preparation for Component 1: Content Knowledge**

*The focus of this session is Component 1: Content Knowledge and the NBPT Standards. Component 1 is a computer-based assessment where you must “demonstrate knowledge of and pedagogical practices for teaching your content area.” Participants will locate Component 1 materials and the National Board Standards for their certificate area. A constructed response to a sample NBPTS assessment prompt will be completed and self-assessed using a NBPTS scoring rubric. Assessment center procedures will also be introduced.*

### ▶ **Session 3 – Preparation for Component 2: Differentiation in Instruction**

*The focus of this session will be the requirements of Component 2: Differentiation in Instruction for your certificate area. Differentiating instruction to meet individual student needs will be explored. Participants will begin to understand how Universal Design for Learning and formative assessments can provide fairness and equitable access for all students. After reviewing the characteristics of descriptive writing, participants will describe a recently taught lesson. The General Portfolio Instructions for all certificate areas and the Contextual Information sheet submitted to NBPTS for Component 2 will be examined.*



▶ **Session 4 – Preparation for Component 3: Teaching Practice and Learning Environment**

*This session introduces Component 3: Teaching Practice and Learning Environment. The focus of the session is to review the video requirements for your certificate area and to apply descriptive, analytic, and reflective writing when responding to portfolio entries. As you familiarize yourself with requirements of Component 3 and the General Portfolio Instructions, you will engage in a practice writing exercise. Bloom's taxonomy and higher-level thinking questions will be reviewed. In addition, you will make instructional plans to videotape your teaching.*

▶ **Session 5 – Preparation for Component 4: Effective and Reflective Practitioner**

*This session introduces Component 4: Effective and Reflective Practitioner and writing tips for your NBPTS written commentaries. Being an Effective and Reflective Practitioner is the cornerstone of exemplary teaching. This Component highlights your ability to apply your knowledge of your students to advance their learning and growth. During this session you describe a professional learning need that will advance student learning. The characteristics of the writing process will also be examined, and two (2) writing exercises will be completed.*

▶ **Session 6 – What Are Some Things I Can Do to Prepare for National Board Certification?**

*The session focuses on Component 4: Effective and Reflective Practitioner and on writing tips for your NBPTS written commentaries. Being an Effective and Reflective Practitioner is the cornerstone of exemplary teaching. This Component highlights your ability to apply knowledge of your students to advance their learning and growth. During this session you describe a professional learning need that will advance student learning. The characteristics of the writing process will also be examined, and two (2) writing exercises will be completed.*

### **Course Grades**

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

