



Academic Outreach
UNIVERSITY OF COLORADO COLORADO SPRINGS

Academic Outreach	
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NATIONAL BOARD

for Professional Teaching Standards®

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SYLLABUS

UCCS National Board Certification Program National Board Certification Renewal Support Course

Date, Time and Place for Classes to Be Determined by Each District

Classes held three hours per month December, January, March
(Additional 36 hours of individual work and collaboration with NBCT Reader Coach)

Credit

Three graduate credits, \$302 per credit or
Three UCCS transcript Continuing Education Units, \$75 per unit
Available for salary advancement and State Licensure Renewal Credit

Coordinator:

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Goals

Participants will prepare for the National Board Certification Renewal Process by adhering to the expectations listed below:

1. The expectation of this instrument is that NBCTs will use both the Five Core Propositions and the Architecture of Accomplished Teaching as the foundation for what renewal candidates continue to do in the classroom and for themselves as lifelong learners who continue to grow and enhance student learning. The Five Core Propositions have guided the development of the certificate-specific standards that continue to be the measure of accomplished teaching practice as outlined in the Architecture of Accomplished Teaching.
2. Other expectations are that NBCTs will choose to showcase activities that have been a focus of their professional development over an extended period of time, and that these activities reflect the resourcefulness of an NBCT who takes advantage of multiple opportunities that arise in order to achieve his/her goals. (NBPTS)

Competencies Addressed

1. NBCTs' accomplishments throughout the life of their certificate reflect an inherent desire to be involved in professional growth to increase impact on student learning. The professional growth activities in which an NBCT is involved are complex and include development of certificate-specific content knowledge and pedagogical and technological skills obtained through workshops, courses, and readings of the latest professional literature. The pursuit of growth is ongoing, often beginning before certification and expanding like a web into a variety of professional growth areas. This ongoing process takes on new meaning from the moment of certification and continues whether the NBCT focuses on such things as the preK–12 classroom, mentoring other teachers, supporting candidates for National Board Certification®, or other professional involvement.
2. The National Board *Profile of Professional Growth* is designed to promote continued professional involvement in a variety of areas consistent with the high and rigorous standards that certification represents. It provides an avenue for NBCTs to articulate and examine what certification still means. It is a healthy reminder that certification is a springboard to becoming a better educator, and it provides a singular focus that increased student learning is still what an NBCT is all about. (NBPTS)

The participant's responsibilities will be to submit to NBPTS a *Profile of Professional Growth* as described below:

Component 1 requires you to submit responses to prompts related to four areas of your professional growth that you will identify, which may have begun before certification, but have evolved to become the focus of professional growth since certification. These Professional Growth Experiences (PGEs) must include current content and/or pedagogical knowledge; acquisition of effective and appropriate use of technology; and must be ongoing, varied, and multifaceted. They must reflect your continuous commitment and contributions to the professional activities that ultimately have an impact on student learning.

Component 2 requires you to choose one of the Professional Growth Experiences featured in Component 1 and demonstrate its application. This component requires a date-stamped 10-minute video recording in which you demonstrate preK–12 classroom teaching **in the same content and developmental level as your original certification**. The video (created in your eighth or ninth year of National Board Certification) and accompanying written commentary must demonstrate student learning in an environment that ensures equity of access, promotes an appreciation of diversity, and demonstrates certificate-specific content knowledge.

Component 3 requires that you choose one of the remaining Professional Growth Experiences that you featured in Component 1 and demonstrate its application. Component 3 offers several options. You may choose to create a 6-minute videotape of your teaching practice with preK–12 learners or with professional colleagues, or you may choose to feature a learner's work sample. The basis for this component must be a different Professional Growth Experience from that used in Component 2 and must demonstrate either a direct or indirect impact on student learning.

In addition to the 3 components, you must submit a written **Reflection** that requires you to analyze the connections and patterns among all three components of your *Profile of Professional Growth* from the perspective of your role as an educator. You must focus on challenges encountered, as well as discuss plans for continued professional growth and efforts to impact student learning. Your activities must demonstrate meaningful and rigorous learning experiences tied to certificate-specific content knowledge,

and in responding to the prompts, the commentary must reflect the fact that the NBPTS Standards continue to be embedded in your practice. (NBPTS)

Professional Reading (materials and books provided by district facilitator or purchased by NBCT candidate)

Carr, Judy F. (2005). *Creating dynamic schools through mentoring, coaching, and collaboration*. Alexandria, VA: ASCD.

Danielson, Charlotte. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: ASCD

Fichtman Dana, Nancy. (2008). *The reflective educator's guide to professional development*. Thousand Oaks, CA: Corwin Press

Hartnell-Young, Elizabeth. (2007). *Digital Portfolios*. Thousand Oaks, CA: Corwin Press.

Clauset, Karl. (2008). *Schoolwide action research for professional learning communities*. Thousand Oaks, CA: Corwin Press

Stone, Randi. (2006). *Best practices for teacher leadership*. Thousand Oaks, CA: Corwin Press.

Website:

www.boardcertifiedteachers.org/renewal

SCHEDULE AND CLASS TOPICS

December (3 hours)

- Overview
- Component 1

January (3 hours)

- Component 2, 3
- Reflection
- Feedback from group on Components 1
- Feedback from group on videotapes and/or student work samples

March (3 hours)

- Feedback from group on Components 2, 3 and Reflection
- Feedback from group on videotapes and/or student work samples

September – April

(Additional 36 hours practicum - individual work and collaboration with NBCT Reader Coach)

