

HARDING UNIVERSITY – CANNON-CLARY COLLEGE OF EDUCATION

***Vision and Mission:** The vision of the Cannon-Clary College of Education embodies all that God would have us to be as Christians engaged in touching the lives of people. We see ourselves and our task as part of a larger mission to change lives of people through learning and serving. To this end, the mission of the Cannon-Clary College of Education is to equip and sustain reflective, life-long learners who are competent, confident, compassionate, and courageous professionals, who, in turn, will inspire and enable those they serve.*

EDFD 646 –National Board for Professional Teaching Standards Fall 2011/Spring 2012

Dr. Clara Carroll
Thornton Education Center 130
ccarroll@harding.edu
501-279-4501 or 501-279-4050

Class Meets: 5pm-9pm
American Studies 200

Required Text: National Board for Professional Teaching Standards Box
(to be received by NBPTS)

Optional Text (will be used in class):

- The Teacher's Guide to National Board Certification by Adrienne Mack-Kirschner
- The NBC Workbook, 2nd edition by Adrienne Mack-Kirschner
- Navigating the NBC process by Martha Hopkins
- So, you want to become a National Board Certified Teacher?
By Jerry L. Parks
- So, you want to become a National Board Certified Teacher:
Workbook & Evidence Manual by Jerry L. Parks

SYLLABI INFORMATION

“This course adheres to university guidelines regarding workload requirements per credit hour.”

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone (501) 279-4019.

Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University's Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279-4019 or tmcleod@harding.edu.

Academic Integrity: Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

CORE PROPOSITIONS OF THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to their students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

NATIONAL BOARD'S MISSION: is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards,

and to advance related education reforms for the purpose of improving student learning in American schools.

COURSE ASSESSMENTS AND EXPECTATIONS:

1. Development of a **portfolio** using the specifications given in the National Board Certification directions and materials developed by the National Board. The portfolio is completed in the PK-12 classroom and includes student work, videotapes and other teaching artifacts. The videos and student work are supported by commentaries on the goals and purposes of instruction, reflections on what occurred, the effectiveness of the practice, and the rationale for the teacher’s professional judgment. A minimum of five months and/or up to 400 hours is expected from the time of receiving the portfolio directions from National Board and the deadline for submitting the entries. The portfolio will reflect the National Board standards and evidence of the teacher’s level of accomplishment.
2. The **assessment process** consists of six (6) assessment exercises that are focused on a candidate’s content knowledge. Candidates will respond to exercises that may be based on advance stimulus materials, onscreen stimulus materials or on-site stimulus materials. The assessment exercises are designed to complement the portfolio and are organized around challenging teaching issues. The assessment exercises are computer-administered during the spring and summer months at testing centers located in the state.
3. Each portfolio entry and assessment exercise contains a section that articulates the **criteria** by which the entry or exercise will be scored. Candidates adhere to the NBPTS scoring guide in developing response to the portfolio and assessment center exercises.

ASSESSMENT

Submission of Portfolio to NBPTS	25%
Submission of Video(s) to NBPTS	25%
100% Class Attendance	25%
NBPTS Candidate Peer Support Participation	25%
Total	100%

4. Each National Board applicant will **attend each class meeting** and be prepared to participate in each support service provided by this course in order to prepare for National Board Certification.

SEARCY

95723	Section I	AMST 200	Dr. Clara Carroll, NBCT
95726	Section IV	AMST 200	Dr. Clara Carroll, NBCT

Oct. 3, Nov. 7, Dec. 5 (online), Jan. 16, Jan. 30, Feb. 13,
Feb. 27, Mar. 2-4 (WinRock-Petit Jean), Apr. 9, Apr. 30 (online)
(Mon.) 5:00 p.m. – 9:00 p.m.

NORTH LITTLE ROCK

95724	Section II		Ms. Carol Edwards, NBCT
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Oct. 3, Nov. 7, Dec. 5 (online), Jan. 16, Jan. 30, Feb. 13,
Feb.27, Mar. 2-4 (WinRock-Petit Jean), Apr. 9, Apr. 30 (online)
(Mon.) 5:00 p.m. – 9:00 p.m.

BENTONVILLE

95725	Section III		Ms. Nancy Woodall, NBCT
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Oct. 15, Nov. 12, Dec. 10 (online), Jan. 14, Feb.11, Mar. 2-4 (WinRock-Petit
Jean), Apr. 7, Apr. 28 (online); (Sat.) 9 a.m. – 4 p.m.

MEMPHIS

96606	Section V		Dr. Randy McPherson, NBCT
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Oct. 15, Nov. 5, Dec. 3, Jan. 14, Feb. 11, Mar. 2-4 (WinRock-Petit Jean),
Mar. 17, Apr. 14; (Sat.) 8:00 a.m. – 12:00

CONTACT: Wilma Stewart at 501-279-5150, wstewar1@harding.edu, or Dr.
Clara Carroll at nationalboard@harding.edu

5. ATTENDANCE POLICY: Attendance in this class is essential for its success not only for each student but also for the class as a whole. Students should plan on attending each class unless prevented by circumstances beyond their control. Unexcused absences are NOT permitted. Students should notify the instructor personally or by telephone prior to being absent from class regardless of the reason for the absence. Class will begin on time. If you are tardy to class lectures, please check with the instructor to be sure you have not been marked absent.

Students that are absent will be assigned a related, though not necessarily equivalent, out of class make-up assignment – as determined by the instructor. Students with unexcused absences of more than three (50 minute class periods) are subject to being dropped from the class with an “F”

**EDFD 646 - Candidacy Towards
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
Tentative Agenda**

****May be adjusted at the discretion of Dr. Carroll**

October

1. CP4 - Teachers think systematically about their practice and learn from their experiences; leader, learner, model of best practices; Teacher's Guide to NBC, Mack-Kirschner
2. Mapping of NBPTS deadlines – organization (colored folders), calendaring (suggested timeline, www.harding.edu/ccarroll), personal inventory (web page)
3. Descriptive, Analytical and Reflective Writing Practices regarding specific grammar guidelines - PP Analytical Writing
4. Video Analysis – Help and FAQs – www.nbpts.org, video and DVD instructions
5. Entry 4 – P. 44+ Hopkins book, Entry 4 Assessor notes, Entry 4 notes (webpage), PP Awakening the Portfolio Entries
6. Content Standards Analysis, T-Chart – What is valued? (NCCAT 42)
7. Scoring Rubrics and Guidelines for National Board Certification in specific content areas
8. Inventory of major challenges from analysis and reflection of student assessment, homework assignment
9. UbD powerpoint, exercise p 30 Tomlinson book

November

Clear the Air activity

1. Contextual Information, page 34+ and Instructional Context Info., page 48+ Mack-Kirschner workbook
 2. Writing the Entry –
 - a. Analyzing the Standards for Entries 1, 2 3, 4
 - b. Standards Mapping
 - c. Scoring Criteria, Standards and Evidences
 3. Analyzing writing sample – Entry 4, Documented Accomplishment
 4. Making Wise Choices, portfolio instructions/entries
 5. Organizing “THE BOX” - timeline
6. SOAPS p. 94 Mack-Kirschner Teacher's guide with videotape analysis & handout
7. The Assessment Center study guides, www.nbpts.org

December - online

1. Incorporating, personalizing and internalizing the core content specific NBPTS standards
 2. Descriptive, Analytical and Reflective writing exercises
 3. Portfolio Entry 4 Assessor Notes
 4. Collaborative feedback on Entry 4
5. Videotape critiquing – bring a classroom video that you are willing to receive peer feedback on

January

1. Peer reading and feedback
2. Teachers know the subject they teach and how to teach those subjects to students
3. Critical and Higher Order thinking skills - Activity: Imagine walking into a classroom of an accomplished teacher. What do you see happening? Discussion.
4. Architecture of Accomplished Teaching (handout)
5. Descriptive, Analytical and Reflective Writing across the curriculum
 - a. The Writing Process! – So, You Want to Become a NBCT? By Jerry Parks
 - b. M.Ed. – Advanced Studies in Teaching and Learning
6. Peer feedback on portfolio entries – documented accomplishments, certificate entries, video, mathematics, literacy, media specialists, science, fine arts

January

1. National Board Certified Teachers reading, providing expert feedback and suggestions regarding candidate portfolio and student achievement alignment

February

1. Peer reading and feedback
2. Writing the NBPTS way
3. Classroom Based Entries/Analysis of videotape and student work
4. Connecting classroom performance with required curriculum

February

1. National Board Certified Teachers reading, providing expert feedback and suggestions regarding candidate portfolio and student achievement alignment

March - Portfolio Institute

Sample agenda

Friday

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| 4:00pm | Sign-up for an appointment to read with an NBCT at check-in |
| 5:00pm | Dinner on your own |
| | Work independently on portfolio entries |
| 7pm | NBCTs available by appointment |

Saturday

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| 7:00am | Breakfast buffet available in lodge restaurant |
| 8:00am | NBCTs available by appointment |
| 9:45am | Break |
| 10:00am | NBCTs available by appointment |
| 12:00 | lunch |
| 12:30pm | NBCTs available by appointment |
| 2:30pm | Break |
| 3:00pm | NBCTs available by appointment |
| 5:00pm | Dinner on your own |

Work independently on portfolio entries

Sunday

9:30am Q & A session

April

1.

1. NBPTS Assessment Center Exercises overview - Robert Mayes, NBCT
Preparing for the Assessment Center
 - 6 content specific questions
 - analyzing and internalizing the NBPTS core content specific standards as related to the assessment center
2. Accessing www.nbpts.org and walking through the assessment center tutorial
3. Banking Basics

May - online

1. Assessment Center Exercises
2. Mock Assessment Center Questions
3. How Scoring and Certification Work