

National Board Candidacy

COMPONENT #: 7-416-306

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to provide the participant with knowledge of the skills, practices, and strategies advocated by the rigorous standards of the National Board for Professional Teaching Standards (NBPTS) that define accomplished teaching practice.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|--|---|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input checked="" type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Gain in-depth knowledge of the National Board Standards for the National Board Certificate area in which they seek certification.
2. Demonstrate knowledge and understanding of the Five Core Propositions of the National Board for Professional Teaching Standards.
3. Self-assess practice in comparison to that defined as accomplished practice by the NBPTS Five Core Propositions and Standards.
4. Identify and implement modifications to practice in order to bring it into closer alignment with the NBPTS Standards.
5. Establish a timeline and organizational system that facilitates timely completion of NBPTS Portfolio requirements.
6. Prepare Portfolio Entries for the certificate area of candidacy in accordance with NBPTS guidelines.
7. Identify and collect artifacts to provide evidence that supports the written commentary of Portfolio Entries.
8. Videotape lessons of working with students and/or groups of students in accordance with guidelines and requirements set forth by NBPTS.
9. Document practice related to Portfolio Entries on videotape through required written commentary.
10. Identify and reflect on professional accomplishments that impact student learning in the areas of ongoing learning, professional collaboration, and work with the community and families of students.
11. Gain in-depth knowledge of the essential content matter for teachers in the National Board Certificate area of candidacy, as defined by teachers in this field.
12. Demonstrate knowledge of the relevant content matter by taking a computer-based assessment.
13. Participate in the National Board Certificate Renewal process and complete all related requirements

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Read and study the National Board Standards for the Certificate area in which the participant is a candidate (SLO 1-13).
2. Plan and implement lessons that conform to the requirements detailed in the NBPTS Portfolio directions for each required Entry (SLO 1-13).
3. Identify appropriate artifacts that provide evidence of Standards-based practice and student growth as required by each NBPTS Portfolio Entry (SLO 1-13).
4. Identify students that present particular challenges to feature in written commentary for Portfolio Entries (SLO 1-13).
5. Write descriptive, analytical, and reflective commentary for Portfolio Entries by responding to the specific prompts in the portfolio directions (SLO 1-13).
6. Plan, implement, and videotape lessons that conform to the requirements detailed in the NBPTS Portfolio directions for each Entry (SLO 1-13).

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7. View videotape(s) and identify segment(s) that provide evidence of Standards-based practice and which conform to the requirements detailed in the NBPTS Portfolio directions (SLO 1-13).
8. Identify appropriate lesson artifacts that provide evidence of Standards-based practice and student growth as required by each NBPTS Portfolio Entry (SLO 1-13).
9. Identify a variety of professional accomplishments which exemplify the candidate's ongoing commitment to professional learning, collegial collaboration, and partnership with the families of students and the community (SLO 1-13).
10. Reflect on the impact on student learning related to each identified accomplishment.
11. Select a sampling of these accomplishments from each of the three types to feature in written commentary for Documented Accomplishments (SLO 1-13).
12. Read and study the assessment center information for the relevant Certificate area.
13. Self-assess content knowledge and identify gaps in that knowledge.
14. Utilize the computer tutorial provided by NBPTS to prepare for the computer-based environment of the assessment (SLO 1-13).
15. Schedule the Assessment Center appointment in accordance with the NBPTS deadline.
16. Attend the NBPTS Assessment Center appointment and complete all parts of the assessment (SLO 1-13).
17. Register for the NBPTS Certificate Renewal process and complete all related requirements (SLO 1-13).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/Skill: Evidence will consist of a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
2. Educator: Evidence will consist of mentor/coaching activities which may include but not be limited to direct observation, collaborative conversations, oral reflection, lesson demonstration and/or follow up session(s).

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3. Student Learning: Evidence will consist of student work, pre and post assessments, surveys) verifying that the content impacted student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Office of Professional Development and Evaluation

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